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## Civic Learning in Pennsylvania's Schools: A Survey of Teachers and Administrators

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## Executive Summary

### Civic Learning in Pennsylvania's Schools: A Survey of Teachers and Administrators

This survey was intended to answer the following evaluation questions:

- To what extent do teachers in Pennsylvania have sufficient **time** during the school day to teach social studies, civics and government?
- How **prepared** do teachers feel to teach social studies, civics and government in Pennsylvania's schools?
- What is the **quality of resources** that teachers have available to teach social studies, civics and government in Pennsylvania's schools?
- What are **principals' perceptions** of teachers' time, preparation, and resources to teach social studies, civics, and government?

A total of 3,399 teachers (1,886 elementary and 1,513 secondary) and 759 principals (372 elementary, 387 secondary) were surveyed in spring 2006. The following are some key findings of the survey.

#### Time

- The average number of minutes of social studies seems appropriate given all of the other demands placed on today's schools. With an average of 32 minutes at grades 1-3 for three days per week and 52 minutes four times per week, it is not realistic to expect that more instructional time be devoted to social studies at the elementary level.
- One area worth examining, however, is the amount of time that teachers provide for in-class homework, independent seatwork and/or group work. Sixty-nine percent of elementary teachers provide time during a typical social studies class period for these types of activities averaging about 15 minutes per period. While homework, independent seatwork, and group work are important instructional tools, this leaves a mere 23 minutes per period for direct instruction.
- Teachers report that 92.5% of the curriculum is based on state standards.
- Approximately 18.5% of the social studies curriculum is devoted to civics and government. Overall, this seems appropriate.
- About 12% of the elementary teachers responding had no planning time during the school day. Planning time is an important component to good teaching and districts should be providing such time for all teachers.
- Most of the social studies instruction at the elementary level occurs late in the afternoon in grades 1-3. Teachers should consider varying the time of day more frequently.
- The amount of time that teachers believed ought to be devoted to social studies instruction each day is consistent with the amount of time that districts actually schedule.

## **Preparation**

- Nearly all elementary teachers and secondary social studies teachers are fully certified by the state of Pennsylvania to teach the subjects and/or grade level in which they currently are placed.
- The reporting by 86.5% of elementary teachers holding an undergraduate degree in elementary education tells us that the preparing institutions have awarded a degree based on some type of criteria, typically attaining a specified minimum grade point average, taking the prescribed courses for an elementary program, and, when required, passing the state's certification examination (PRAXIS).
- The responses from the secondary social studies teachers indicating that 36.1% hold a degree in secondary education suggest that these particular respondents majored in one of the social studies areas but that their degree-granting institution's education college or department awards a secondary education degree. By also including those who indicated undergraduate degrees in history or political science, we likely can assume that 78.9% of secondary social studies teachers are appropriately prepared. Further, most secondary social studies teachers who responded hold a major in either history or social studies (69.4%).
- It is disappointing to find that of those elementary teachers holding master's degrees, only 46.3% are in elementary education and there is no evidence to support that many of the remaining are in subject content areas, particularly not in social studies, citizenship education, civics, or government.
- Secondary teachers fare no better with master's degrees in the specific areas represented in the teaching of social studies. Only 10.8% are held in history and 7.4% in social studies. The number holding master's degrees in citizenship education, civics, or government is almost negligible.
- Of concern for this study is that 72.1% of elementary teachers have no undergraduate credits in citizenship education and less than 50% have undergraduate credits in civics or government.
- Further, 65.1% of secondary social studies teachers have no undergraduate credits in citizenship education and 26.3% have none in civics. Their preparation in government is better, with only 10.4% reporting no credits in this area.
- An alarming number of both elementary and secondary teachers have no graduate credits in citizenship education, civics, or government. This can reflect that, in some cases, teachers have had no courses at all in these three areas, indicating that they may be ill-prepared to formally teach these subjects.
- Most teachers indicate that the schools do/did provide professional development experiences that were "programs that helped establish a classroom and school climate likely to foster democracy." However, this survey did not ask for specific details of the professional development courses, so further conclusions cannot be drawn.
- Overall, the percent of teachers who report having professional development experiences in content and pedagogy courses is relatively low. Because professional development experiences often are used to "close the knowledge gap," the reported results here are disappointing.

- While there are research studies that show a relationship between teachers' hours of preparation for teaching and student achievement, there is no proof of cause and effect. However, if the self-reporting for this survey question is reasonably correct, it can be said that many of the teachers likely are well-prepared for teaching their classes and teachers dedicate considerable time outside of their school day to prepare for their classes.
- Both elementary and secondary teachers report very low levels of membership in professional social studies organizations.

## **Resources**

- A significant number of elementary and secondary teachers read local newspapers or receive their news online. *USA Today* is the primary choice of both groups. Secondary teachers use numerous and diverse print media resources.
- Both elementary and secondary teachers' participation in civic activities is relatively low.
- Both elementary and secondary teachers indicate low levels of familiarity and membership in various civic groups.
- Overall, both elementary and secondary teachers actively use additional materials, role-playing activities, mock trials, dramas, etc. in and out of the classroom
- Elementary and secondary teachers indicate that their schools do an adequate job of civic education. Although 89.6% and 88.6% of elementary and secondary teachers respectively rate it at least acceptable, only 45.% and 41.8% respectively indicate the job their schools do as "well" or "very well."
- Elementary teachers indicate a higher than expected percentage of using civic issues in their classes.
- Most indicate that the either teacher groups or the curriculum director have the primary responsibility for textbook selection.
- Many schools are using badly outdated textbooks with 40% of the elementary teachers indicating their textbook publication dates are between 1974 and 1999. At the secondary level, a mere 12.5% of the textbooks have been published since 2000.
- All teachers report relatively low use of television resources. This may be an indicator of lack of access.
- Elementary teachers do not exhibit a high level of familiarity with any of the civic organizations listed in this study. Secondary teachers fare only slightly better.
- Overwhelmingly, both elementary and secondary teachers are unaware of a large number of civic projects for schools.
- Very few teachers at the elementary level have experience teaching Civics or Issues in America.
- The data on textbooks suggest that social studies is on a "back burner" and out-of-date textbooks are a recipe for civic failure.
- The findings suggest a need for improvement with regard to linking community service and service learning to curriculum and instruction.

## **Principals**

- Elementary principals have a generally low level of familiarity with civic groups and activities and with civics projects and programs.
- Principals have a high estimation of how involved teachers are in civic activities and affairs compared to what teachers report.
- Additionally, principals indicate a lower rate of assurance in most cases that the teachers are doing well, but a higher rate of assurance that the school is doing well.
- Secondary principals show a relatively low rate of familiarity with civic groups and activities, as well as with civics programs and projects.
- Principals also show high estimations of teacher engagement out of school in civic groups and activities, which is not consistent with what teachers report.
- They further show high estimations of how well schools are doing in preparing students for future participation as citizens, but seem less enthusiastic about how well teachers are doing.
- In spite of high levels of availability reported for both TV and print media resources, serious concerns for those not having those resources are reasonable.

## Acknowledgments

This project owes much of its success to the Honorable Marjorie O. Rendell, First Lady of the Commonwealth of Pennsylvania, who so generously provided a letter of introduction to all Pennsylvania public school superintendents and all Pennsylvania public school principals asking for the principals' participation and their support in encouraging their elementary and social studies teachers also to participate in this electronic survey. Judge Rendell is an advocate for and promoter of civic education and supports the objectives of the Pennsylvania Coalition for Representative Democracy (PennCORD) in school districts and communities across the Commonwealth. She also believes strongly that, to be most effective, civics education needs to start in the earliest grades. We are most grateful for her interest in and support of this project.

We further sincerely appreciate the support of James Buckheit, Executive Director of the Pennsylvania State Board of Education, Gerald L. Zahorchak, Pennsylvania Secretary of Education, the Pennsylvania Council for the Social Studies, the Pennsylvania School Boards Association, and the National Constitution Center, all of whom endorsed this project, further encouraging broad participation in the survey.

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## Introduction

The Campaign for the Civic Mission of Schools, in its document titled *Advancing the Civic Mission of Schools: What Schools, Districts, and State and Federal Leaders Can Do* (2004), defines six specific challenges: (1) make students' civic learning a priority in school reform, (2) make civic learning a prominent part of the curriculum, (3) implement sound civic education standards, (4) develop better assessment methods to evaluate students' civic learning, (5) improve teachers' and administrators' training in civic education, and (6) increase collaboration between schools and communities. PennCORD sought to assess the extent to which civic learning is a prominent part of the curriculum in Pennsylvania's schools; the time teachers devote to civic learning; their preparation to teach civics, government, and the Constitution; and the quality of the resources teachers have available for classroom use.

Specifically, the following **Evaluation Questions**, based on PennCORD's initial request for proposals (May 5, 2005), are addressed in this report.

1. To what extent do teachers in Pennsylvania have sufficient time during the school day to teach social studies, civics and government?
2. How prepared do teachers feel to teach social studies, civics and government in Pennsylvania's schools?
3. What is the quality of resources that teachers have available to teach social studies, civics and government in Pennsylvania's schools?
4. What are principals' perceptions of teachers' time, preparation, and resources to teach social studies, civics, and government?

This study included the careful and considerate development of four survey tools intended to collect relevant information from elementary and secondary teachers and principals who are representative of the 501 school districts in Pennsylvania. Using the instruments developed in the first phase, a survey was conducted to determine (1) the amount of time teachers have to teach social studies, civics and government, (2) how prepared or competent teachers feel to teach such subjects, and (3) the quality of the resources available for them to teach the subjects. In addition, the study assesses principals' perceptions on the same dimensions as teachers. Finally, the collected data have been analyzed and conclusions and recommendations have been developed by the project team. The following sections will discuss each stage of the project.

## Methodology

This project began in response to a request for proposals by the Pennsylvania Coalition for Representative Democracy (PennCORD). Subsequent discussions ensued between Penn State Harrisburg and PennCORD regarding a proposed study of civic learning in Pennsylvania's schools. Penn State proposed to conduct this study through



the partnership of two centers: The Center for Survey Research (CSR) and the Center for the Improvement of Teaching and Learning (CITL). Each center has extensive experience in survey research methodology and school-based research respectively. Such a partnership for this project provided PennCORD the necessary expertise to carry out a high quality study.

**Item Development.** Project staff began with a focus on the evaluation questions. An initial item pool was developed that addressed (1) the time teachers have available, (2) teachers' level of preparation, and (3) the resources teachers have available to teach social studies, civics and government, and the Constitution. Items were subjected to three rounds of review by staff at the Center for the Improvement of Teaching and Learning, the Center for Survey Research, and PennCORD. The resulting teacher and principal instruments can be seen in Appendices A and B.

**Data Collection.** The PennCORD data were collected online via a web survey conducted by the Center for Survey Research (CSR) at Penn State Harrisburg. The survey was available to respondents for 56 days, from March 30 through May 24, 2006. Survey respondents included 3,399 teachers and 759 principals, for a total of 4,158 survey respondents. See Appendix C for the survey responses by day.

**Recruiting.** Initial recruiting for the study was done via a letter sent under the signature of Judge Marjorie O. Rendell, First Lady of the Commonwealth of Pennsylvania. Judge Rendell is a PennCORD leader and advocate, and as First Lady is a well-known figure throughout the Commonwealth. Her letters were sent to all 501 Pennsylvania public school superintendents (see Appendix D for a copy of the superintendent letter) and all 2,971 Pennsylvania public school principals (see Appendix E for a copy of the principal letter). The letter to superintendents informed them about the study and encouraged them to endorse the survey in their districts; the letter to principals asked them to complete a 10-minute online survey and to encourage all their social studies teachers to do so as well. The letters were mailed from CSR on March 29, 2006.

A second contact was made via follow-up postcards sent to all 2,971 principals on April 14 (see Appendix F for a copy of the postcard). A third and final contact was made during the first two weeks of May via reminder phone calls to select principals in low-responding sample cells, specifically those schools designated as Urban Low-Income or Suburban Low-Income (see Appendix G for a copy of the telephone script used for the calls). All recruiting materials were reviewed and approved for use by Penn State University's Office for Research Protections.

In addition to the planned recruiting efforts described above, the survey was promoted in some unanticipated but positive ways by several outside parties. These additional endorsements were important in increasing the survey's visibility, particularly because the data collection methodology called for administering a web survey to respondents for whom the research team lacked email addresses. The first of these fortuitous endorsements was an offer from the Executive Director of the Pennsylvania State Board of Education, James Buckheit, to distribute an announcement about the survey on PDE's PennLINK listserv. Ultimately, the announcement on PennLink was sent to all school administrators under the signature of Secretary of Education Gerald L. Zahorchak on March 28 (see Appendix H for a copy of the email).

Also at the end of March, the Pennsylvania Council for the Social Studies posted an announcement about the survey on its website homepage (see Appendix I for a screen

shot of the webpage). On April 6, the Pennsylvania School Boards Association (PSBA) Legislative Update included an announcement about the survey in an email that was sent to school board members, school superintendents, and educational leaders throughout the state (see Appendix J for a copy of the text). The National Constitution Center in Philadelphia touted the survey in its monthly newsletter. Finally, a news spot aired on public radio affiliates statewide on May 10 and 11 featuring the comments of Dr. Auden Thomas, Director of the Center for Survey Research, who spoke about the survey and its purpose.

**Survey Instruments.** Data collection used four versions of the survey instrument: one for elementary teachers, one for secondary teachers, one for elementary principals, and one for secondary principals. Once at the teacher or principal website, respondents were guided to the questionnaire that was appropriate for them based on their response to a question about their level – either elementary or secondary. Several curriculum coordinators contacted CSR about which version they should complete, and were advised to complete the principal version for the appropriate grade levels.

Prior to accessing the questionnaire, respondents were presented with a screen containing information about the study and asked if they wished to proceed with the survey (see Appendix K for a copy of the Informed Consent Statement). Each version of the questionnaire was designed to be completed by a respondent in approximately 10 minutes.

**Limitations of the Methodology.** Access to the survey was not controlled because CSR did not have a list of potential respondents' email addresses; thus the possibility exists, although unlikely, that the same individual may have completed the survey more than once. The possibility also exists that some respondents are not among the target group being studied. For example, some non-social studies teachers indicated they completed the survey because their principal asked them to do so. These cases are easily identified through a review of the data (e.g., a respondent who indicated he/she taught math and science but not social studies classes). Lack of information on the universe of Pennsylvania social studies teachers limits the ability to calculate response rates.

## **Sample**

The sample for this study included a total of 3,399 teachers (1,886 elementary teachers and 1,513 secondary teachers). The sample consisted of teachers in 371 of Pennsylvania's 501 school districts (74%) in 879 school buildings across the Commonwealth. There were 1,370 respondents from districts classified as urban (40.3%), 726 respondents from suburban districts (21.4%), and 1,122 respondents from rural districts (33.0%).

The average teacher has 14.76 years of experience with elementary teachers having slightly more experience (15.63 years) than secondary teachers (13.67 years). Table 1 shows the distribution of years of experience by level and Table 2 indicates the number of teachers at each grade (pre-kindergarten through 12).

Table 3 shows the number of teachers who indicated they taught selected subjects in their current teaching assignments. Note that although "elementary" is not a subject, the option was included to indicate those teachers in grades K-6 who teach all subjects.

Forty-eight percent taught at the elementary level, 16% taught Civics and Government, 8% Pennsylvania History, 25% U.S. History, 2% Problems of Democracy, 33% Social Studies, 4% Social Science, 12% World History, 11% World Cultures, and 13% other subjects.

As can be seen in Table 4, 98.5% of the teachers responding report they are fully certified to teach. The percent is the same for both elementary and secondary teachers. It should be noted that a number of the respondents are certified to teach in more than one of the categories of this survey item and many are also certified in other states.

## **Results**

This section presents the results of both the teacher and principal surveys organized by evaluation question.

### ***To what extent do teachers in Pennsylvania have sufficient time during the school day to teach social studies, civics and government?***

PennCORD was interested in determining the extent to which teachers believed they had sufficient time to teach social studies, civics and government. Tables 5 through 33 show the responses of teachers to time-related questions. The following sections address elementary and secondary teachers separately.

#### **Elementary Teachers**

Table 5 shows the average number of minutes per day that districts require social studies instruction at the elementary level ranging from 25 minutes in kindergarten to 65 minutes in 6<sup>th</sup> grade. On average, grades 1-3 require about 32 minutes per day; grades 4-6 about 52 minutes per day. Table 6 indicates that in grades K-3, social studies is typically taught three days per week while in grades 4-6 it is typically taught four days per week. Table 7 shows the average number of minutes of instruction in a typical social studies period by grade which ranges from 22 minutes in kindergarten to 65 minutes in grade 6. The average number of minutes in a typical social studies period is approximately 43 minutes at the elementary level.

To address the extent to which direct instruction is occurring during a typical social studies class, teachers were asked to indicate if they allow students time to work on homework, independent seatwork, and/or group work. Overall, 69.3% of the elementary teachers responding provide students time in class. Table 8.1 shows the distribution of responses by grade level. Table 8.2 shows the average number of minutes that teachers provide in-class for homework, independent seatwork, or group work by grade. On average, teachers provide 15.29 minutes for these in-class activities. Teachers report an average of 23.2 minutes per social studies class spent in direct instruction in grades K-6 (see Table 9).

Approximately 18.5% of the social studies curriculum in grades Pre-K through 6 is devoted to civics and government. Table 10 shows the average percents by grade. Elementary teachers report that about 58% of their curriculum is based on a textbook (see

Table 11) while about 92.5% of the curriculum is thought to be based on state standards (see Table 12).

Although most teachers report that they have planning time during the school day (87.9%), approximately 12% of the teachers responding do not. Table 13 shows the percent of teachers who have planning time during the school day by grade. Of those that have planning time during the school day, teachers report approximately 41 minutes with about 16.3% of that time spent in social studies planning (see Tables 14 and 15).

Table 16 shows the time of day when social studies is typically taught by grade level. As can be seen in the table, grades 1-3 tend to teach social studies in the late afternoon. Grades 4-6 tend to be more varied in the time of day they teach social studies. Very few teachers report teaching social studies in early morning.

Table 17 shows the percent of social studies classes with an “out of school” homework assignment. Predictably, the percent of classes with homework increases as children get older, ranging from a mere 3% in kindergarten to 37% by grade 6.

Teachers were asked to indicate how many minutes of social studies instruction they thought *should* be allotted each day. Table 18 shows the average number of minutes by grade level with an overall average of 38 minutes. In addition, Table 18 shows the average number of minutes per day actually devoted to social studies instruction by grade level with an overall average of 42 minutes. Although teachers appear to be indicating that slightly less time should be devoted to social studies instruction, the difference between the two averages is not very large. In fact, when examined by grade level, relatively minor differences are seen.

Table 19 shows that Pennsylvania History is taught by only about 23.8% of the elementary teachers with the greatest concentration at grade 4.

### **Secondary Teachers**

Secondary teachers were asked to indicate the average number of minutes in a class period by grade level and to indicate if the class met for the entire school year or only one semester. Table 20 indicates the average number of minutes by grade level and length of course. As can be seen in column one of Table 20, grades 6-12 are fairly consistent in the average number of minutes for a full year class period equaling 46 minutes. One semester courses typically met for approximately 54 minutes while other schedule configurations met for an average of 51 minutes. Tables 21 and 22 indicate the percent of teachers who provide time for students to work on homework or independent seatwork during the school day and the average number of minutes they provide respectively. As can be seen in Table 21, 82% of the class periods in grades 6-12 include time to work on homework or independent seatwork. Table 22 indicates that approximately 11 minutes of a typical class period is allotted for students to work on homework or independent seatwork with approximately 33 minutes allotted for direct instruction (see Table 23).

The typical secondary teacher teaches five or more class periods of social studies per day (75%, see Table 24). Tables 25 through 27 shows the average percent of instructional time devoted to civics (18.1%), government (25.1%), and the Constitution (12.3%) respectively. The typical secondary social studies class meets five days per week (96%, see Table 28).

Table 29 indicates that approximately 18% of courses in civics, government or the Constitution are elective courses. Of all courses in civics, government or the Constitution, 36.6% were one year in duration, 42.2% were one semester, and 21.2% were on some other schedule—for example, 9 weeks (see Table 30).

Secondary teachers were asked to indicate if they felt the amount of time allotted to teach civics and government was adequate. Overall, 80% of the teachers surveyed indicated the time was adequate (see Table 31). Teachers reported an average of 53 minutes per day during the school day for planning (see Table 32). Secondary teachers also indicated that 45% of their class periods include an out-of-school assignment (see Table 33).

## **Conclusions**

- The average number of minutes of social studies seems appropriate given all of the other demands placed on today's schools. With an average of 32 minutes at grades 1-3 for three days per week and 52 minutes four times per week, it is not realistic to expect that more instructional time be devoted to social studies at the elementary level.
- One area worth examining, however, is the amount of time that teachers provide for in-class homework, independent seatwork and/or group work. Sixty-nine percent of elementary teachers provide time during a typical social studies class period for these types of activities averaging about 15 minutes per period. While homework, independent seatwork, and group work are important instructional tools, this leaves a mere 23 minutes per period for direct instruction.
- Teachers report that 92.5% of the curriculum is based on state standards.
- Approximately 18.5% of the social studies curriculum is devoted to civics and government. Overall, this seems appropriate.
- About 12% of the elementary teachers responding had no planning time during the school day. Planning time is an important component to good teaching and districts should be providing such time for all teachers.
- Most of the social studies instruction at the elementary level occurs late in the afternoon in grades 1-3. Teachers should consider varying the time of day more frequently.
- The amount of time that teachers believed ought to be devoted to social studies instruction each day is consistent with the amount of time that districts actually schedule.

### ***How prepared do teachers feel to teach social studies, civics and government in Pennsylvania's schools?***

This section discusses the results of the questions related to how prepared teachers feel to teach social studies, civics and government in Pennsylvania's schools. Tables 34 through 45 show the responses of teachers related to the preparation items. The following sections address elementary and secondary teachers.

**Certification.** One of the most positive results of this survey is that 98.5% of both elementary and secondary social studies teachers report that they are fully certified

to teach all subjects and/or grade levels to which they are assigned (see Table 4). This means that according to the criteria of the Pennsylvania Department of Education, nearly all teachers (of those who participated in the survey) are appropriately assigned. Overall, 25% hold Instructional I certification and 63% hold Instructional II (note that 12% did not indicate their level of certification).

**Undergraduate Majors.** As can be seen in Table 34, 86.5% of the elementary teachers reported that their undergraduate degree is in elementary education. Nearly 3% hold undergraduate degrees in special education (n=70) and the other 10.5% hold other undergraduate degrees. Secondary social studies teachers' undergraduate degrees are almost equally categorized as secondary education (36.1%) and social studies (34.1%). Some secondary teachers (6.6%) hold their undergraduate degrees in elementary education, leaving 23.2% with degrees in other areas. Of those responding "something else," the only undergraduate degrees noted by more than one percent of the respondents are history (n=98), political science (n=49), psychology (n=36) and special education (n=70). Other majors indicated include Business/Business Administration (n=21); Early Childhood Education (n=21); Economics (n=13); English (n=17); and Sociology (n=21). Numerous other majors were indicated with fewer than 10 respondents each. Nearly 7% of the secondary teachers report having a major in elementary education. It is likely that these are teachers at the middle school level who completed the secondary survey.

**Master's Degrees.** What is more important is that the survey reveals that 51.6% of elementary teachers earned master's degrees with more than half of those in elementary education (27.3%) (see Table 35). Additionally, 4.5% of elementary teachers with master's degrees hold these in curriculum and instruction and 6.6% hold them in reading and 2.4% in special education. Numerous other degrees were held by elementary teachers.

Of the secondary teachers reporting that they hold master's degrees (49%), a wide range of specialties are evident. Secondary teachers hold master's degrees in education (7.5%), history (6.1%), curriculum and instruction (5.9%), and social studies (4.2%). Numerous other areas for secondary teachers are shown on Table 35, however, very few are in citizenship education (.1%) or civics and government (.2%).

These percentages are even more impressive when one considers that approximately 25% of the respondents currently have only Instructional I (beginning) certification and, by law, must be working toward earning at least 24 post-baccalaureate credits. It is likely that the majority of those respondents are currently in a master's degree program and have not yet finished. Beyond six years of teaching, teachers must have earned Instructional II certification or they are no longer eligible to teach in Pennsylvania. To obtain the Instructional II certification, teachers must earn at least 24 credits within their first six years of teaching; thus they are the "pool" of respondents that could possibly have earned their master's degree as of the time of this survey. When viewed as a percentage of those with Instructional II certification, 83.1% of the elementary teachers and 77.9% of the secondary teachers with Instructional II certification hold master's degrees.

**Credits in Civics, Government and Citizenship Education.** Of concern is the fact that 53.8% of elementary teachers reveal that they have no undergraduate credits in civics, 45.6% have no undergraduate credits in government, and 72.1% have no undergraduate credits in citizenship education (see Tables 36-38 respectively). The

highest reported percents are those holding three credits in government (32.8%) and civics (29.8%). Overall, however, this response reveals that the formal undergraduate preparation in civics, government, and citizenship education is lacking among elementary teachers.

The undergraduate preparation of secondary social studies teachers in civics, government, and citizenship is not much better, as 26.3% report they have no credits in civics and 65.1% report that they have no credits in citizenship education (see Tables 36 and 38 respectively). There is a better indication that secondary social studies teachers' preparation in government is stronger with only 10.4% reporting that they have no credits in this area. Focusing on the positive, 71.2% have more than three credits in government, 30.8% report having at four to six credits, and 13.7% have seven to nine credits. The fewest overall credits are held in citizenship education.

As can be seen in Tables 39-41, an alarming number of both elementary and secondary social studies teachers hold no graduate credits in civics, government, or citizenship education (note the "no credits" row in each table). Secondary teachers have taken more graduate courses in these three areas, but the numbers are still woefully insufficient to be considered adequate preparation. Only 9.6% of secondary teachers have taken more than three credits in civics, 17.9% have taken more than three credits in government, and a mere 7.1% have taken more than three credits in citizenship education.

Nearly every teacher who participated in the survey reports that he/she is certified to teach in Pennsylvania (98.5%). This is an indicator of preparation in social studies for the secondary teachers, if not in the three areas of focus. Table 42 shows the percent of teachers who hold certification in various subject areas by level (elementary and secondary). It is also positive that the preponderance of respondents hold an Instructional II designation (975 Elementary teachers; 742 secondary teachers) indicating that they have successfully completed additional credit work.

**Professional Development.** As professional development has been determined by research to be an indicator of preparation, it can be stated that those who received professional development in the areas indicated would be considered—to some degree—to be better prepared to teach those areas. Overall, secondary social studies teachers perceived to a higher percent than elementary teachers that they received preparation (professional development experiences) in the activities noted. Tables 43.1 and 43.2 show elementary and secondary responses (respectively) to questions about their participation in professional development activities. As can be seen in Table 43.1, 29.5% of elementary teachers responding participated in professional development programs that helped establish a classroom and school climate likely to foster democracy. Unfortunately, relatively few elementary teachers took courses specific to (1) civic education such as seminars that introduced educators to policymakers and community leaders—7.2%, (2) curricula that helped educators bring these individuals in the classrooms—10.4%, (3) understanding complex social issues, the role of citizens in a democracy, and/or how to grapple with moral questions—11.3%, (4) content knowledge in civic education—8.0%, and/or (5) pedagogy in the delivery of civic education—5.6%.

Secondary teachers reported a little more professional development activity in the areas asked about. Table 43.2 shows that 37.7% of secondary teachers responding participated in professional development programs that helped establish a classroom and school climate likely to foster democracy. Secondary teachers' participation in other

areas was greater than elementary teachers. Secondary teachers took courses specific to (1) civic education such as seminars that introduced educators to policymakers and community leaders—23.0%, (2) curricula that helped educators bring these individuals in the classrooms—22.2%, (3) understanding complex social issues, the role of citizens in a democracy, and/or how to grapple with moral questions—32.5%, (4) content knowledge in civic education—27.9%, and/or (5) pedagogy in the delivery of civic education—17.2%.

Unfortunately, 49.1% of all respondents indicated they had no professional development in any of the above areas.

**Preparation for Teaching.** Tables 44 and 45 show the means and distribution of responses related to how many hours teachers spend in preparation for teaching. Table 44 indicates that the average number of hours spent in preparation for teaching is practically identical for elementary and secondary teachers (11.36 hours vs 11.40 hours respectively). Table 45 shows the distribution of reported hours of preparation for teaching. With the exception of the first category (0-3 hours), the responses of the elementary and the secondary social studies teachers are similar. Importantly, the reported times spent in preparation are indicative that teachers overall are prepared to teach.

The number of hours most commonly indicated by elementary teachers were 33.1% at 7-10 hours and 28.8% at 4-6 hours per week, followed by 17.8% at 11-15 hours and 9.1% at 16 hours or more. Similarly, the number of hours indicated by secondary teachers were 43.4% at 7-10 hours and 23.7% at 4-6 hours per week, followed by 16.7% at 11-15 hours and 11.1% at 16 or more hours. More elementary teachers (14.3%) than secondary teachers (5.0%) indicate they spend only three hours or less in preparation for teaching.

## **Conclusions**

- In summary, nearly all elementary teachers and secondary social studies teachers are fully certified by the state of Pennsylvania to teach the subjects and/or grade level in which they currently are placed.
- The reporting by 86.5% of elementary teachers holding an undergraduate degree in elementary education tells us that the preparing institutions have awarded a degree based on some type of criteria, typically attaining a specified minimum grade point average, taking the prescribed courses for an elementary program, and, when required, passing the state's certification examination (PRAXIS).
- The responses from the secondary social studies teachers indicating that 36.1% hold a degree in secondary education suggest that these particular respondents majored in one of the social studies areas but that their degree-granting institution's education college or department awards a secondary education degree. By also including those who indicated undergraduate degrees in history or political science, we likely can assume that 78.9% of secondary social studies teachers are appropriately prepared. Further, most secondary social studies teachers who responded hold a major in either history or social studies (69.4%).
- It is disappointing to find that of those elementary teachers holding master's degrees, only 46.3% are in elementary education and there is no evidence to



support that many of the remaining are in subject content areas, particularly not in social studies, citizenship education, civics, or government.

- Secondary teachers fare no better with master's degrees in the specific areas represented in the teaching of social studies. Only 10.8% are held in history and 7.4% in social studies. The number holding master's degrees in citizenship education, civics, or government is almost negligible.
- Of concern for this study is that 72.1% of elementary teachers have no undergraduate credits in citizenship education and less than 50% have undergraduate credits in civics or government.
- Further, 65.1% of secondary social studies teachers have no undergraduate credits in citizenship education and 26.3% have none in civics. Their preparation in government is better, with only 10.4% reporting no credits in this area.
- An alarming number of both elementary and secondary teachers have no graduate credits in citizenship education, civics, or government. This can reflect that, in some cases, teachers have had no courses at all in these three areas, indicating that they may be ill-prepared to formally teach these subjects.
- Most teachers indicate that the schools do/did provide professional development experiences that were "programs that helped establish a classroom and school climate likely to foster democracy." However, this survey did not ask for specific details of the professional development courses, so further conclusions cannot be drawn.
- Overall, the percent of teachers who report having professional development experiences in content and pedagogy courses is relatively low. Because professional development experiences often are used to "close the knowledge gap," the reported results here are disappointing.
- While there are research studies that show a relationship between teachers' hours of preparation for teaching and student achievement, there is no proof of cause and effect. However, if the self-reporting for this survey question is reasonably correct, it can be said that many of the teachers likely are well-prepared for teaching their classes and teachers dedicate considerable time outside of their school day to prepare for their classes.

***What is the quality of resources that teachers have available to teach social studies, civics and government in Pennsylvania's schools?***

### **Membership in Professional Social Studies Organizations**

Table 46 shows the count and percent of teachers who report membership in various professional social studies organizations. Only 18 elementary teachers report membership in either the National Council for the Social Studies, Pennsylvania Council for the Social Studies, or Middle States Council for the Social Studies. Fifty-five elementary teachers (2.9%) report membership in other professional organizations.

Of secondary teachers reporting on membership in professional social studies organizations, 230 teachers (15.2%) are members of National Council for the Social Studies; 124 (8.2%) are members of the Pennsylvania Council for the Social Studies; 38

(2.5%) are members of the Middle State Council for the Social Studies. Additionally, 50 teachers (3.3%) report that they are members of other professional social studies organizations.

Professional social studies organizations serve as important resources for teachers in the field. The low response rate to this item, coupled with meager numbers of secondary teachers reporting membership in high-quality professional social studies organizations, indicates that secondary teachers in Pennsylvania do not participate significantly in these organizations, although many professional societies reflecting diverse and numerous professional interests—some of them civic—did appear under “Other.” While these conclusions are not surprising—given the preponderance of teachers whose professional experiences are based in other disciplines, especially history (see below)—such findings should be of some concern. While it is reasonable to expect that teachers at the secondary level will have specialized interests, it is troubling that these rates of membership are so low.

### **Experience Teaching Social Studies Courses**

Table 47 indicates the percent and count of teachers who currently teach various social studies courses or have done so in the past three years. When queried about social studies courses taught either currently or in the past three years, a significant number of elementary teachers—339, or 18.0%,—report that they have taught American History, while 163 teachers, or 8.6%, have taught American Government. Just 90 teachers (4.8%) have taught Issues in America, and just 69 teachers (3.7%) have taught Civics.

Secondary social studies teachers report that 806, or 53.3%, have taught American History, while 409 teachers, or 27.0%, have taught American Government. Further, 300 teachers (19.8%) have taught Civics; 111 teachers (7.3%) have taught Issues in America; and 52 teachers (3.4%) report having taught Civics Education.

The most significant subject currently or recently taught by elementary teachers is American History, with American Government as the next largest category. Very few teachers at this level have experience teaching Civics or Issues in America. This may be of considerable concern, since teaching such courses may be taken generally to lead to greater awareness of relevant resources.

The subject currently or recently taught by secondary teachers with the greatest frequency is American History (806, or 53.3%), with American Government as the next largest category (409, or 27.0%). Fewer teachers at this level report having experience teaching Civics (300, or 19.8%) or Issues in America (111, or 7.3%), but Civics at the high school level is American Government. It may be of some concern that such a small percentage of teachers have experience teaching Issues in America, but this may also be subsumed in American Government courses. Therefore, it is not possible to draw any firm conclusions about the need for more course experience in either Civics or Issues in America here. It is of some concern that only 98 teachers (6.5%) report teaching Political Science because, similar courses aside, this is probably the most logical course for introducing students to political philosophy, which is of particular importance for understanding different theoretical approaches to democracy, the nation, and citizenship.

## **Teachers' Personal Use of Print Media**

Table 48 shows which local newspapers teachers tend to read. Local newspapers appear to serve as the newspaper of choice for elementary teachers, with the exception of *USA Today*, which is read by 242 teachers, or 12.8%. *Harrisburg Patriot-News* is read by 122 (6.5%), *Philadelphia Inquirer* by 325 (17.2%), and *Pittsburgh Post-Gazette* by 247 (13.1%), with 380 elementary teachers (20.1%) reporting that they read “Other” newspapers. When asked to identify what “Other” might refer to, responses were so numerous and diverse as to make analysis inconclusive. Additionally, 139 teachers (7.4%) report that they do not read a newspaper. It should be noted, however, that among “Other” responses, online news sources of various kinds featured prominently, although again, sources were so numerous and diverse as to make analysis inconclusive.

For secondary teachers, the newspaper with the highest frequency is *USA Today*, which is read regularly by 443 teachers (29.3%), followed by *The Pittsburgh Post-Gazette*, read by 388 (25.6%); *The Philadelphia Inquirer*, read by 216 (14.3%); *The New York Times*, read by 215 (14.2%); *The Harrisburg Patriot-News*, read by 131 (8.7%); *The Wall Street Journal*, read by 115 (7.6%); and *The Washington Post*, read by 111 (7.3%). Additionally, 348 teachers (23.0%) report that they regularly read “Other” newspapers, a category which most prominently includes *The Altoona Mirror*, *Centre Daily Times*, *Erie Times*, *Lancaster Intelligencer*, *Pittsburgh Tribune Review*, *Reading Eagle*, and a host of other local newspapers, along with numerous online news sources. News resources of choice were numerous and diverse, making further analysis inconclusive.

Elementary teachers in Pennsylvania indicate that in significant numbers, they read local newspapers or receive their news online, choosing from among numerous and diverse sources. *USA Today* stands alone as a national newspaper that is the major exception, with 12.8% of elementary teachers reporting this as their news source.

Secondary teachers indicate that in significant numbers, they read both national and local newspapers or receive their news online, choosing from among numerous and diverse sources. *USA Today* is the primary choice, but secondary teachers appear to use numerous and diverse print media resources.

## **Professional Participation in Civic Activities**

As can be seen in Table 49, elementary teachers' professional participation in civic activities takes many forms. A fairly substantial portion—734 elementary teachers (38.9%)—play a professional role in community service; 493 (26.1%) take part in research studies or surveys; and 494 (26.2%) are involved in school-community partnerships. Only 81 teachers (4.3%) report that they have participated professionally in planning groups or coalitions, or served on policy boards.

A little more than one-third of secondary teachers—589 teachers (38.9%)—play a professional role in community service; 468 (30.9%) take part in research studies or surveys; and 326 (21.5%) are involved in school-community partnerships. Just 147 teachers (9.7%) report that they have participated professionally in planning groups or coalitions, or served on policy boards.

While elementary teachers' professional participation in the first three of these civic activities (community service, school-community partnerships, and research studies or surveys) ranges from a high of 38.9% to a low of 26.1%, it is worth noting that just 4.3% serve on planning groups, in coalitions, or on policy boards. Secondary teachers' professional participation in the first three of these civic activities (community service, school-community partnerships, and research studies or surveys) ranges from a high of 38.9% to a low of 21.5% with just 9.7% serving on planning groups, in coalitions, or on policy boards. Since teachers have a high level of familiarity with the issues and dilemmas they face in teaching social studies (e.g., lack of texts, other resources), low participation could be taken as a warning signal that greater inclusion of their knowledge and experiences is called for.

### **Sponsoring or Advising Student Groups in Civic Activities**

Although overall the majority of elementary teachers do not sponsor or advise student groups, 384 teachers (20.4%) sponsor and/or advise student groups in field trips to civic agencies or historic landmarks (see Table 50). Additionally, 158 (8.4%) sponsor and/or advise student groups in student community service; and 129 (6.8%) sponsor and/or advise students in service learning. Just 61 teachers (3.2%) sponsor and/or advise student clubs with a civic mission; 57 (3.0%) sponsor and/or advise students in student government; and 42 (2.2%) sponsor and/or advise students on a student newspaper.

A somewhat greater number of secondary teachers (433 teachers, 28.6%) sponsor or advise student groups in field trips to civic agencies or historic landmarks. Additionally, 264 (17.4%) sponsor and/or advise student groups in student community service; 237 (15.7%) sponsor and/or advise student groups in student government; 186 (12.3%) sponsor and/or advise student clubs that have a civic mission; and 153 (10.1%) sponsor or advise students in service learning. Just 36 (2.4%) sponsor and/or advise student groups on a student newspaper.

Elementary teachers in Pennsylvania are somewhat active in sponsoring and/or advising groups on field trips to civic agencies or to historic landmarks, with 20.4% participating in this activity. Lower percentages of teachers, however, sponsor and/or advise students: in community service (8.4%); in service learning (6.8%); in student clubs with civic missions (3.2%); in student government (3.0%); and in student newspapers (2.2%). While the data show that Pennsylvania secondary social studies teachers are active in a number of civic activities with students, these percentages are still low enough to indicate a further need.

### **Familiarity with or Membership in Civic Groups**

Table 51 indicates membership in various civic groups. As can be seen in the table, 331 elementary teachers (17.6%) are familiar with, and 4 (.2%) are members of, Americorps; 271 (14.4%) are familiar with, and 8 (.4%) are members of, We the People; 236 (12.5%) are familiar with, and 8 (.4%) are members of, the National Constitution Center; 217 (11.5%) are familiar with, and 32 (1.7%) are members of, grassroots or activist organizing; 114 (6.0%) are familiar with Youth Service America; and 113 (6.0%) are familiar with and 1 (.1%) is a member of the Bill of Rights Institute. Only 87 (4.6%)

are familiar with, and 1 (.1%) is a member of, Student Voices; 85 (4.5%) are familiar with the Constitutional Rights Foundation; 81 (4.3%) are familiar with, and 6 (.3%) are members of, the Center for Civic Learning; 74 (3.9%) are familiar with America's Promise; 68 (3.6%) are familiar with the American Youth Policy Forum; 65 (3.4%) are familiar with the Center for Education in Law and Democracy; 57 (3.0%) are familiar with PennCORD; 21 (1.1%) are familiar with the Civic Mission of Schools; and 21 (1.1%) are familiar with Campus Compact.

The data show that secondary teachers have a somewhat broad familiarity with civic groups, projects, and programs. For instance, 510 teachers (33.7%) are familiar with, and 79 (5.2%) are members of, grassroots and activist organizations; 484 teachers (32.0%) are familiar with, and 6 (.4%) are members of, Americorps; 480 teachers (31.7%) are familiar with, and 68 (4.5%) are members of, The Bill of Rights Institute; 468 (30.9%) are familiar with, and 21 (1.4%) are members of, We the People. Further, 417 teachers (27.6%) are familiar with, and 26 (.1.7%) are members of, the National Constitution Center; 369 (24.4%) are familiar with, and 21 (1.4%) are members of, the Center for Civic Learning; 291 (19.2%) are familiar with, and 10 (.7%) are members of, the Constitutional Rights Foundation; 240 (15.9%) are familiar with, and 1 (.1%) is a member of, the American Youth Policy Forum. Finally, 212 teachers (14.0%) are familiar with, and 3 (.2%) are members of, the Center for Education in Law and Democracy; 203 (13.4%) are familiar with, and 6 (.4%) are members of, America's Promise; 195 (12.9%) are familiar with, and 44 (2.9%) are members of, Student Voices; 187 (12.4%) are familiar with, and 2 (.1%) are members of, Youth Service America, while 158 (10.4%) are familiar with, and 10 (.7%) are members of, PennCORD. Just 84 (5.6%) are familiar with The Civic Mission of Schools, and 61 (4.0%) are familiar with Campus Compact.

Elementary teachers are most familiar with Americorps (17.6%); We the People (14.4%); The National Constitution Center (12.5%); and grassroots and activist organizing (11.5%). However, even where familiarity is strong, membership is low: Americorps (.2%); We the People (.4%); The National Constitution Center (.4%); and grassroots and activist organizing (1.7%). Secondary teachers are most familiar with grassroots and activist organizations (33.7%); Americorps (32.0%); The Bill of Rights Institute (31.7%); We the People (30.9%); The National Constitution Center (27.6%); The Center for Civic Learning (24.4%); the Constitutional Rights Foundation (19.2%); and the American Youth Policy Forum (15.9%). However, even where familiarity is stronger, membership is much lower: e.g., Americorps (.4%); We the People (1.4%); The National Constitution Center (1.7%). The exception to this is grassroots and activist organizations, where membership is higher (5.2%), but even that is not strong.

These findings suggest a lack of substantive active engagement with organizations dedicated to civic missions, in spite of fairly high and broad familiarity. For both elementary and secondary teachers, this is an area of concern. One would have expected secondary social studies teachers to have a higher level of familiarity with and membership in these important organizations.

### **Teachers' Active Engagement In and Out of the Classroom**

Table 52 shows how active teachers are in and out of the classroom. At the elementary level, most notably, 1,387 teachers (73.5%) are comfortable using additional materials, role-playing activities, mock trials, dramas, and so forth; 579 (30.7%) invite community leaders and presenters to their classrooms to talk about civic issues; 390 (20.7%) are involved in discussion and debate about current issues in their communities; 354 (18.8%) study with or use material from civics education organizations in their classrooms; and 304 (16.1%) have written letters to give opinions or suggest solutions to community problems.

At the secondary level, 1,249 teachers (82.6%) are comfortable using additional materials, role-playing activities, mock trials, dramas, and so forth; 764 (50.5%) study with or use material from civics education organizations in their classrooms; 641 (42.4%) invite community leaders and presenters to their classrooms to talk about civic issues; 605 (40.0%) are involved in discussion and debate about current issues in their communities; 389 (25.7%) have written letters to give opinions or suggest solutions to community problems; and 330 (21.8%) have served on a state or district committee to develop academic standards.

Overall, elementary teachers in Pennsylvania are actively engaged in using additional materials, role-playing activities, mock trials, dramas, and so forth in their classrooms (73.5%). Additionally, a smaller number engage in other civic activities such as inviting community leaders and presenters into their classrooms, serving on state or district committees on academic standards, and being involved in discussion and debate about current issues in their communities (30.7%, 23.6%, and 20.7% respectively). Less than 20% study with or use material from civic education organizations, or write letters to give opinions or offer solutions to community problems (18.8%, 16.1% respectively). This suggests that elementary teachers are slightly more engaged when the activity is related to their functions as educators. It suggests further that awareness of or access to civics education materials may be lacking for some and that they are only moderately inclined to voice their opinions about civic matters publicly.

Secondary teachers are actively engaged in using additional materials, role-playing activities, mock trials, dramas, and so forth, with a higher percentage than elementary teachers (82.6%) reporting this kind of activity. Smaller but substantial numbers engage in other civic activities such as study with or use material from civics education organizations, invite community leaders and presenters into their classrooms, and being involved in discussion and debate about current issues in their communities (50.5%, 42.4%, and 40.0% respectively). Further, 25.7% write letters to give opinions or offer solutions to community problems, while 21.8% serve on state or district committees on academic standards. This suggests that secondary teachers are slightly more engaged when the activity is related to their functions as educators. It suggests further that they are moderately inclined to voice their opinions about civic matters publicly.

### **Teacher Perceptions of School Effectiveness in Selected Areas of Civic Education**

Table 53 reports teachers' perceptions of their schools' effectiveness in selected areas of civic education. Elementary teachers thought their schools were effective in including knowledge, dispositions, virtues, and skills of responsible citizenship with 45.0% rating it well/very well and 44.6% rating it acceptable. Similarly, regarding how well their schools teach young people to become responsible, informed, and engaged citizens, 41.8% of elementary teachers rated this item well/very well and 46.8% rated it acceptable. Smaller percents rated how well civic knowledge is integrated into a broadened core of learning with only 25.7% rating this item well/very well. This item was rated the lowest with 21.4% giving it a very poor/poor rating. Only slightly better was how well academic subjects are linked with service learning and character education with 33.5% rating it well/very well and 18.6% thinking their schools did a very poor/poor job in this area.

Overall, secondary teachers were most positive about how well their schools teach young people to become responsible, informed, and engaged citizens with 45.1% indicating their schools did this well or very well while 43.1% rated it acceptable (total = 88.2%). Only 11.8% thought their schools did a poor or very poor job in this area. Similarly, 40.1% of secondary teachers rated the job their schools do in including knowledge, dispositions, virtues, and skills of responsible citizenship as well/very well and 47.6% rated it acceptable. Slightly more than 12% thought their schools' performance in this area was very poor/poor. Lower percentages were found on items dealing with how well civic knowledge is integrated into a broadened core of learning (34.0% well/very well) with 20.4% thinking their schools' performance was very poor/poor in this area. Secondary teachers rated how well their schools' academic subjects are linked with service learning and character education lowest with only 29.8% rating it well/very well and 27.0% indicating very poor/poor.

These findings suggest that elementary teachers are, on the whole, moderately satisfied with their schools' abilities to conduct an acceptable level of civics education. Given other indicators, this satisfaction may not be well-grounded in high standards for social studies and civics education. Additionally, there is a broad range of ratings, which may indicate deep disparities between school districts not apparent in the data as they are arranged in this study.

On the whole, secondary teachers are moderately satisfied with their schools' abilities to conduct an acceptable level of civics education. However, they highlight low performance in the areas of integrating civic knowledge into core learning and linking academic subjects with service learning and character education.

### **Teachers' Classroom Use of Civic Issues**

Table 54 shows the extent to which teachers use various civic issues and topics in class by level. At the elementary level, a majority of teachers indicate they use each of the items somewhat or to a great extent with the exception of encouraging student participation in school governance where only 30.4% rate it somewhat and 7.4% rate it to a great extent—62.2% rate this item very little or not at all. Most frequently, elementary

teachers rate extracurricular opportunities to get involved in the school or community highest with 47.2% indicating somewhat and 17.5% indicating to a great extent. More than 56% of the elementary teachers report that they incorporate government, law, history and democracy into each class period at least somewhat. Further, 60.3% indicate they incorporate discussion of current local, national, and international issues and events into each class period at least somewhat or to a great extent. Finally, 47.1% report they link community service and service learning to curriculum and classroom instruction somewhat or to a great extent.

At the secondary level, teachers rated the extent they incorporate instruction in government, law, or democracy in each class period; 99 teachers (6.5%) responded “Not at All” or “Very Little” (8 and 91, respectively); 544 (36.0%) responded “Somewhat”; and 695 (45.9%) responded “To a Great Extent.” To the question, “To what extent do you incorporate discussions of current local, national and international issues in each class period?” 73 teachers (4.9%) responded “Not at All” or “Very Little” (4 and 69, respectively); 559 (36.9%) responded “Somewhat”; and 706 (46.7%) responded “To a Great Extent.” To the question, “To what extent do you link community service and service learning to curriculum and instruction in your classroom?” 603 teachers (39.9%) responded “Not at All” or “Very Little” (122 and 481, respectively); 605 (40.0%) responded “Somewhat”; and 120 (7.9%) responded “To a Great Extent.” To the question, “To what extent are there extracurricular opportunities for students’ school/community involvement?” 240 teachers (15.9%) responded “Not at All” or “Very Little” (25 and 215, respectively); 636 (42.0%) responded “Somewhat”; and 454 (30.0%) responded “To a Great Extent.” To the question, “To what extent do you encourage student participation in school governance?” 269 teachers (17.8%) responded “Not at All” or “Very Little” (39 and 230, respectively); 641 (42.4%) responded “Somewhat”; and 428 (28.3%) responded “To a Great Extent.” To the question, “Do you use simulations of democratic processes and procedures in your classroom instruction?” 423 teachers (27.9%) responded “Not at All” or “Very Little” (114 and 309, respectively); 666 (44.0%) responded “Somewhat”; and 244 (16.1%) responded “To a Great Extent.”

The findings in this segment of the study for elementary teachers are significant with higher than expected percentages on most of the questions. However, the findings for this set of items are mixed for secondary teachers. While this may be related to some extent to the subject matter of courses taught, these results indicate that there is space for improvement, especially with regard to linking community service and service learning to curriculum and instruction, and to using simulations of democratic processes and procedures in the classroom. Further, the consistent range of the “Somewhat” response (36.0% to 44.0%) signals that we may be settling for mediocrity related to all of these items in a significant number of our secondary social studies classes.

### **Textbook and Supplemental Materials Selection**

Tables 55 and 56 indicate the position of the person(s) teachers report as having responsibility for textbook and supplemental materials selection respectively. At the elementary level, 60.4% of the teachers report that teacher groups are responsible for textbook selection with 52.4% indicating that the curriculum supervisor has some responsibility and 37.9% indicate the principal. Only 8.2% indicate that individual



teachers are responsible for textbook selection. Similarly, at the secondary level, 59.3% indicate that teacher groups are responsible with 42.5% indicating the curriculum supervisor and 30.1% the principal. Both elementary and secondary teachers indicate that the school board has responsibility (36.0% and 36.5% respectively). Two somewhat troubling points is that 10% of the elementary teachers do not know; 5.0% of the secondary teachers do not know. Further, at the secondary level, 34% indicate that individual teachers have responsibility. This latter finding is not positive as it is difficult to attain a coordinated curriculum if individual teachers are making textbook selections.

### **Quality of Textbooks for Teaching Social Studies and Civics**

While the texts currently used in elementary social studies and civics class periods are too numerous and diverse to render analysis by title significant, there is one feature of these texts that stands out as a prominent indicator of quality: the date of publication. While the many texts available to schools for use in these class periods come from well-known, high-quality suppliers of social studies materials, this feature generally determines what may be lacking in terms of information available to students. Up-to-date texts may generally be taken to assure more informed students at any level.

An analysis of dates of publication of textbooks currently in use indicates that—of those responding to this item (859 elementary teachers)—362 teachers (42.0%) indicated that they are currently using texts whose dates of publication range from 1974 to 1999, as follows: 36 teachers (4.1%) are using texts published between 1974 and 1989; 94 (10.9%) are using texts published between 1990 and 1994; and 232 (27.0%) are using texts published between 1995 and 1999. Another 295 teachers (34.3%) are using textbooks published between 2000 and 2003, as follows: 91 (10.6%) are using texts published in 2000; 24 (2.8%) are using texts published in 2001; 19 (2.2%) are using texts published in 2002; and 161 (18.7%) are using texts published in 2003. Finally, 202 teachers (23.5%) are using texts published between 2004 and 2006, as follows: 23 (2.7%) are using 2004 texts; 165 (19.2%) are using 2005 texts; and 14 (1.6%) are using 2006 texts.

An analysis of dates of publication of secondary textbooks currently in use indicates that—of those responding to this item (680 teachers)—209 teachers (13.8%) indicated that they are currently using texts whose dates of publication range from 1980 to 1999, as follows: 8 teachers (.5%) are using texts published between 1980 and 1989; and 201 (13.3%) are using texts published between 1990 and 1999. Further, 189 teachers (12.5%) are using textbooks that probably have little or no information about changes occurring in the nation and the world as a result of the events of September 11, 2001. The data breaks down as follows: 60 teachers (4.0%) are using textbooks published in 2002; 68 (4.5%) are using textbooks published in 2001; and 61 teachers (4.1%) are using textbooks published in 2000.

A situation where students at any level are still using textbooks that date back as far as some of these texts do spells a recipe for civic failure due to lack of awareness of current issues and dilemmas and a lack of access to current information. While it is understood that many school districts order textbooks in cycles, and it is not expected that every school should have the most current textbooks in any given year in every subject, the data show that social studies is on a back burner in many Pennsylvania schools. This

situation is probably related to funding issues but nevertheless calls for attention and action.

### **Teachers' Use of Television Resources**

Table 57 indicates teachers' use of various television resources in their classrooms. Of the elementary teacher responses, 321 (17.0%) indicated that the Discovery Channel is used in their classrooms; 121 (6.4%) indicated that they use national television cable or national news; 81 (4.3%) use an in-school television news network; and 34 (1.8%) use C-Span or public affairs programming.

Of the secondary teacher responses, 506 teachers (33.4%) indicated that national television cable or network news is used in their classrooms; 471 (31.1%) indicated using the Discovery Channel in their classrooms; 212 (14.0%) use C-Span or public affairs programming; and 186 (12.3%) use an in-school television news network.

Television resources used by classroom teachers may be indicators of availability in their school districts and show some preferences about what teachers may consider useful for classroom purposes.

### **Teachers Use of Print Media Resources**

Table 58 shows teachers use of print media resources with their students. At the elementary level, 148 (7.8%) report using *US News & World Report* in their classrooms; 122 (6.5%) use *Newsweek*; 102 (5.4%) use *The Washington Times*; 87 (4.6%) use *The Allentown Call*; and 83 (4.4%) use *The Philadelphia Daily News*. A variety of local newspapers and online print media resources are also used, but none in significant enough numbers to merit further analysis.

Among secondary teachers, 278 (18.4%) report using *Time* in their classrooms; 245 (16.2%) use *Newsweek*; 244 (16.1%) use *Pittsburgh Post-Gazette*; 220 (14.5%) use *US News & World Report*; 160 (10.6%) use *The New York Times*; and 131 (8.7%) use *The Philadelphia Inquirer*. Additionally, 147 teachers (9.7%) report using "Other." A broad variety of local newspapers and online news sources are used, but none in significant enough numbers to merit further analysis.

Elementary teachers use a wide variety of print media resources for their classrooms, many of them local. Local newspapers in use are so numerous and diverse that analysis of these resources shows no significant trends. In addition to print media, many teachers indicate that they use online print media resources, but again, these are so numerous and diverse that their analysis yields no significant findings.

Secondary teachers use a wide variety of print media resources for their classrooms, many of them local. In general, slightly greater percentages of teachers at the secondary level use print media resources with their students.

### **Teachers' Awareness and Participation in Civic Projects for Schools**

Overwhelmingly, both elementary and secondary teachers are largely unaware of a large number of civic projects for schools (see Table 59). Of greatest significance, 206 elementary teachers (10.9%) are familiar with the Mock Trial Program, 38 (2.0%) have

observed, and 31 (1.6%) have participated. Another 128 elementary teachers (6.8%) are familiar with The National Constitution Center, 27 (1.4%) have observed, and 44 (2.3%) have participated. Additionally, 122 teachers (6.5%) are familiar with We the People: Project Citizen, 12 (.6%) have observed, and 19 (1.0%) have participated. Finally, 112 elementary teachers (5.9%) are familiar with The Accelerated Schools Project, 7 (.4%) have observed, and 12 (.6%) have participated; and only 80 teachers (4.2%) are familiar with “What Kids Can Do,” 2 (.1%) have observed, and 1 (.1%) has participated.

At the secondary level, secondary teachers appear to be aware of, and active in, a significant number of civic organizations, projects and programs, as follows: 324 teachers (21.4%) are familiar with the Mock Trial Program, 103 (6.8%) have observed, and 146 (9.6%) have participated; 251 teachers (16.6%) are familiar with We the People: Project Citizen, 35 (2.3%) have observed, and 49 (3.2%) have participated; 220 teachers (14.5%) are familiar with the National Constitution Center, 47 (3.1%) have observed, and 100 (27.2%) have participated; 143 teachers (9.5%) are familiar with Student Voices, 16 (1.1%) have observed, and 62 (4.1%) have participated; 136 teachers (9.0%) are familiar with The Accelerated Schools Project, 22 (1.5%) have observed, and 9 (.6%) have participated; 125 teachers (8.3%) are familiar with Street Law, 26 (1.7%) have observed, and 50 (3.3%) have participated; and 114 teachers (7.5%) are familiar with PennCORD, 8 (.5%) have observed, and 11 (.7%) have participated. An additional 76 teachers (5.0%) report familiarity with Project Citizen, 9 (.6%) have observed, and 10 (.7%) have participated.

Elementary teachers do not demonstrate a high level of familiarity with any of the civic organizations listed in this study. The program they are most familiar with is The Mock Trial Program with a mere 10.9% being aware of it. All other percentages regarding if they are familiar with a program, have observed it, or participated in it are abysmally low.

Secondary teachers fare somewhat better with slightly higher percentages in the familiar with column. However, similar to the elementary teachers, the percent of teachers who have observed or participated in these civic programs is quite low.

## **Conclusions**

- Both elementary and secondary teachers report very low levels of membership in professional social studies organizations.
- A significant number of elementary and secondary teachers read local newspapers or receive their news online. *USA Today* is the primary choice of both groups. Secondary teachers use numerous and diverse print media resources.
- Both elementary and secondary teachers’ participation in civic activities is relatively low.
- Both elementary and secondary teachers indicate low levels of familiarity and membership in various civic groups.
- Overall, both elementary and secondary teachers actively use additional materials, role-playing activities, mock trials, dramas, etc. in and out of the classroom
- Elementary and secondary teachers indicate that their schools do an adequate job of civic education. Although 89.6% and 88.6% of elementary and secondary

- teachers respectively rate it at least acceptable, only 45.% and 41.8% respectively indicate the job their schools do as “well” or “very well.”
- Elementary teachers indicate a higher than expected percentage of using civic issues in their classes.
  - Most indicate that the either teacher groups or the curriculum director have the primary responsibility for textbook selection.
  - Many schools are using badly outdated textbooks with 40% of the elementary teachers indicating their textbook publication dates are between 1974 and 1999. At the secondary level, a mere 12.5% of the textbooks have been published since 2000.
  - All teachers report relatively low use of television resources. This may be an indicator of lack of access.
  - Elementary teachers do not exhibit a high level of familiarity with any of the civic organizations listed in this study. Secondary teachers fare only slightly better.
  - Overwhelmingly, both elementary and secondary teachers are unaware of a large number of civic projects for schools.
  - Very few teachers at the elementary level have experience teaching Civics or Issues in America.
  - The data on textbooks suggest that social studies is on a “back burner” and out-of-date textbooks are a recipe for civic failure.
  - The findings suggest a need for improvement with regard to linking community service and service learning to curriculum and instruction.

***What are principals’ perceptions of teachers’ time, preparation, and resources to teach social studies, civics, and government?***

Tables 60-91 present the results of the Principal Survey. As can be seen in Table 60, the average elementary principal respondent has been an administrator for 10.6 years with 5.4 years in his/her current assignment. Similarly, secondary principals have an average of 9.5 years as an administrator with 5.5 years in the current position. A total of 372 elementary principals and 387 secondary principals responded to the survey.

Table 61 indicates that districts require approximately 36 minutes of social studies in the elementary grades and that teachers, on average, teach social studies about 4 days per week. During that time, principals felt that 74.1% of the teachers provided time to work on homework, independent seatwork, or group work during class (see Table 62), averaging about 13 minutes per class period with only about 23 minutes of direct social studies instruction (see Tables 63 and 64). Elementary principals believe 40.7 % of the elementary teachers utilize computer-based instruction about 14% of the time (see Tables 65 and 66).

Principals report that 97.7% of the elementary teachers have planning time during the school day for about 44 minutes (see Tables 67 and 68). About 30.4% of the elementary teachers teach social studies in the late afternoon with 54.7% teaching it at various times throughout the day (see Table 67). Elementary principals believe an average of approximately 40 minutes per day is appropriate for social studies instruction.

Table 71 indicates that the typical secondary class period is about 50 minutes long. Similar to the elementary teachers, principals report that about 75.1% of the

secondary teachers provide time during a class period for students to work on homework or independent seatwork (see Table 72). Principals believe teachers provide about 9 minutes for homework or independent seatwork with approximately 35 minutes of direct instruction occurring during each social studies class period (see Tables 73 and 74).

The number of social studies class periods per week is typically five (95.8%, Table 75). Table 76 indicates that 88.3% of the courses in civics and government or the Constitution are required courses with only about 11.7% being electives. About half of the civics and government or the Constitution courses (49.3%) meet for a full academic year; 30.6% meet for one semester only and 20.1% meet on some other schedule (e.g., 9 weeks) (see Table 77). Secondary principals generally believe that the time teachers have available to teach civics and government is adequate with 87.1% agreeing (see Table 78). They also report that secondary teachers have an average of 53 minutes of planning time per day (see Table 79).

Table 80 shows principals' perceptions of the professional development experiences provided to social studies teachers. Although "programs that helped establish a classroom and school climate likely to foster democracy" appears to be provided in 70% of the elementary schools and 71.5% of the secondary schools, in most other areas the percentages are not very high. At the elementary level, teachers' professional development experiences include relatively low rates for "courses specific to civic education such as seminars that introduced educators to policy makers and community leaders (17.5% for elementary teachers; 39.8% for secondary teachers). Likewise, 34.3% of the elementary teachers are provided professional development that on "curricula that helped educators bring these [see previous item] individuals into classrooms" and 53.3% reported for the secondary teachers. Courses to "...understand complex social issues..." and "...pedagogy in the delivery of civic education" are reported by 29.6% and 37.1% of the elementary principals respectively. As can be seen in Table 80, higher percentages across all items are reported for secondary teachers, but they are not overwhelmingly high.

Table 81 indicates that principals at the elementary and secondary levels think teachers spend about 7 and 8 hours per week respectively in preparation for teaching. In contrast, however, teachers report 11.4 hours in preparation for teaching each week—more than principals think.

Table 82 indicates principal perceptions about the percent of teachers who have sponsored and/or advised students groups. These percentages are dramatically higher than teachers themselves report.

Elementary principals have some familiarity with several civic groups or civic activities, as follows: grassroots and activist organizing (24.4%); The Bill of Rights Institute (35.8%); Center for Civic Education (26.4%); Constitutional Rights Foundation (20.1%); Youth Service America (22.1%); We the People (46.2%); America's Promise (25.8%); Center for Education in Law and Democracy (28.8%); Americorps (57.2%); and National Constitution Center (37.5%). Additionally, a smaller percentage are familiar with PennCORD (14.7%) and Student Voices (12.7%) (see Table 83).

Secondary principals have some familiarity with the following civic groups and activities: grassroots and activist organizing (33.2%); American Youth Policy Forum (12.1%); The Bill of Rights Institute (38.7%); Center for Civic Education (31.5%); Constitutional Rights Foundation (22.3%); Youth Service America (22.3%); We the

People (49.4%); America's Promise (23.5%); Center for Education in Law and Democracy (38.2%); Americorps (63.8%); PennCORD (21.1%); National Constitution Center (39.6%); and Student Voices (28.3%).

Elementary principals report that teachers have studied with or use material from leading organizations that support civic education (45.0% Yes); that teachers are actively engaged in the community with discussion, debate, and current issues (52.0%); and that teachers have written letters to give opinions or solve community problems (43.9% Yes). Principals also report (57.5% Yes) that teachers have served on a committee to develop academic standards (23.6%)—see Table 84.

Secondary principals report that teachers are actively engaged in the community with discussion, debate (65.6%); that teachers have written letters to give opinions or solve community problems (54.7%); that teachers have studied with or use material from leading organizations that support civic education (91.7%); and that teachers have served on a committee to develop academic standards (62.1%)—see Table 84.

Tables 85.1 and 85.2 display principals' perceptions of school effectiveness regarding civic education for elementary and secondary respectively. For elementary principals, on the question of how well schools teach the young to become responsible, informed, and engaged citizens, elementary principals rate it Poorly somewhat (3.6%), while a majority rate it Acceptable (40.8%), Well (38.5%), or Very Well (17.0%). Secondary principals rate the same item Very Poorly (.3%), Poorly (2.1%), or Acceptable (32.1%), while a majority of secondary principals rate it Well (47.9%) or Very Well (17.6%).

On the question of how well schools include knowledge, dispositions, virtues and skills of responsible citizenship, elementary principals rate it Poorly somewhat (4.2%), while the majority rate it Acceptable (41.2%), Well (37.3%), or Very Well (17.4%). A minority of secondary principals rate it Very Poorly (2.4%) or Poorly (36.8%), while a majority rate it Acceptable (36.8%), Well (42.1%), or Very Well (18.8%).

On the question of how well schools integrate civic knowledge and civic engagement into a broadened core of learning, elementary principals rate it Very Poorly and Poorly somewhat (.8% and 16.8%, respectively), while the majority rate it Acceptable (52.0%), Well (26.3%), or Very Well (4.2%). Secondary principals rate it Very Poorly (.3%) or Poorly (11.6%), while a majority rate it Acceptable (44.2%), Well (33.2%), or Very Well (10.8%).

On the question of how well academic subjects are linked with service learning and character education, elementary principals rate it Poorly or Very Poorly somewhat (1.1% and 17.5%, respectively), while the majority rate it Acceptable (44.6%), Well (26.8%), or Very Well (10.2%). A minority of secondary principals rate it Very Poorly (1.8%) or Poorly (21.2%), while a majority rate it Acceptable (43.4%), Well (26.1%), or Very Well (7.5%).

Tables 86.1 and 86.2 show elementary and secondary principals' perceptions of the extent to which teachers incorporate civic education in each class period. On the question of whether teachers incorporate civic instruction in class periods, a minority of

elementary principals rate it Not At All or Very Little (.3% and 33.1%, respectively), while the majority rate it Somewhat (61.4%) or To a Great Extent (5.4%). Secondary principals rate it Not At All (.3%) or Very Little (14.5%), while they rate it Somewhat (63.0%) and To a Great Extent (22.2%).

On the question of whether teachers incorporate discussions of current issues and events in class periods, a minority of principals rate it Not At All and Very Little (.3% and 26.3%, respectively), while the majority rate it Somewhat (66.1%) or To a Great Extent (7.3%). Secondary principals rate it Not At All (.3%) or Very Little (6.7%), while they report Somewhat (57.6%) and To a Great Extent (35.4%).

On the question of whether teachers are linking community service and service learning to classroom curriculum and instruction, a minority of principals rate it Not At All and Very Little (3.0% and 34.4%, respectively), while a majority rate it Somewhat (53.5%) or To a Great Extent (9.1%). Secondary principals rate it Not At All (3.9%) and Very Little (30.2%), while they rate it Somewhat (57.4%) or To a Great Extent (8.5%).

On the question of whether extracurricular opportunities of a civic nature are available, a minority of elementary principals rate it Not At All or Very Little (5.9% and 34.9%), while the majority rate it Somewhat (47.0%) or To a Great Extent (12.1%). Secondary principals rate it Very Little (12.4%), Somewhat (32.8%) and To a Great Extent (54.8%).

On the question of whether teachers encourage student participation in school governance, a majority of elementary principals rate it Not At All or Very Little (17.7% and 38.4%, respectively), while a minority rate it Somewhat (37.6%) or To a Great Extent (6.2%). Secondary principals rate it Not At All (.3%) or Very Little (14.5%), while they rate it Somewhat (61.5%) and To a Great Extent (23.8%).

On the question of whether teachers use simulations of democratic processes and procedures in classroom instruction, a minority of elementary principals rate it Not At All or Very Little (3.4% and 34.2%, respectively), while the majority rate it Somewhat (53.8%) or To a Great Extent (8.7%). Secondary principals report Not At All (.5%) or Very Little (18.4%), while the majority rate it Somewhat (68.9%) and To a Great Extent (12.1%).

Table 87 indicates principals' perceptions of who has responsibility for textbook selection. Overall, principals indicate high percentages for all response options. When compared to teacher responses, however, principals tend to think that teachers are much more involved in textbook selections than teachers believe they are. Likewise, as can be seen in Table 88, principals also believe that teachers have greater responsibility for selection of supplemental instructional materials than teachers themselves do.

Table 89 reports principals' responses as to the availability of TV resources for use with students. Secondary schools tend to have higher percentages of each of the TV resources available. But again, principals report a much greater availability of TV resources than teachers report they actually use.

Table 90 shows principals' report of print media available to teachers for use with students in the classroom. As can be seen in the table, elementary teachers tend to have fewer print media resources available than secondary teachers. Principal reports a greater availability of print resources than teachers say they use.

Table 91 shows principals' familiarity with various civic organizations. Among civics programs and projects, those with which elementary principals showed some

familiarity included: Accelerated Schools Project (15.9%); Mock Trial Program (64.0%); National Constitution Center (38.5%); PennCORD (14.6%); Service Learning Network (27.6%); Superintendent's Student Advisory Committee (14.3%); We the People: Project Citizen (29.3%); and "What Kids Can Do" (11.7%). At the secondary level, principals show some familiarity with the following civic programs and projects: Accelerated Schools Project (12.1%); Mock Trial Program (78.9%); National Constitution Center (38.5%); PennCORD (26.4%); Service Learning Network (28.6%); Street Law Program (13.0%); Student Voices Program (26.1%); Superintendent's Student Advisory Committee (18.0); and We the People: Project Citizen (32.2%).

## **Conclusions**

- Elementary principals have a generally low level of familiarity with civic groups and activities and with civics projects and programs.
- Principals have a high estimation of how involved teachers are in civic activities and affairs compared to what teachers report.
- Additionally, principals indicate a lower rate of assurance in most cases that the teachers are doing well, but a higher rate of assurance that the school is doing well.
- Secondary principals show a relatively low rate of familiarity with civic groups and activities, as well as with civics programs and projects.
- Principals also show high estimations of teacher engagement out of school in civic groups and activities, which is not consistent with what teachers report.
- They further show high estimations of how well schools are doing in preparing students for future participation as citizens, but seem less enthusiastic about how well teachers are doing.
- In spite of high levels of availability reported for both TV and print media resources, serious concerns for those not having those resources are reasonable.



**Table 1: Years of Teaching Experience**

	Elementary or Secondary			
	Elementary		Secondary	
	How many years have you been teaching?		How many years have you been teaching?	
	Count	Percent	Count	Percent
0-3 Years	229	12%	219	15%
4-10 Years	545	29%	567	38%
11-20 Years	488	26%	355	24%
21-30 Years	376	20%	194	13%
31 Years or More	235	13%	168	11%
Total	1873	100%	1503	100%

**Table 2: Grade Level Taught**

	Count	Percent
1st Grade	192	6%
2nd Grade	207	6%
3rd Grade	319	10%
4th Grade	316	10%
5th Grade	353	11%
6th Grade	303	9%
7th Grade	171	5%
8th Grade	285	9%
9th Grade	121	4%
10th Grade	116	4%
11th Grade	168	5%
12th Grade	613	19%
Pre-K	9	0%
Kindergarten	121	4%
Total	3294	100%

Note: Some teachers may teach more than one grade.

**Table 3: Subjects Taught**

	Currently Teach This Subject		Do NOT Currently Teach This Subject		Total	
	Count	Percent	Count	Percent	Count	Percent
Elementary	1541	48%	1676	52%	3217	100%
Civics and Government	509	16%	2708	84%	3217	100%
Pennsylvania History	271	8%	2946	92%	3217	100%
U.S. History	806	25%	2411	75%	3217	100%
Problems of Democracy'	71	2%	3146	98%	3217	100%
Social Studies	1049	33%	2168	67%	3217	100%
Social Science	140	4%	3077	96%	3217	100%
World History	386	12%	2831	88%	3217	100%
World Cultures	363	11%	2854	89%	3217	100%
Other	420	13%	2797	87%	3217	100%

Note: Elementary indicates teachers who typically teach all subjects in elementary grades.

**Table 4: Number of Teachers Who Report Being Fully Certified to Teach**

			Yes		No		Total	
			Count	Percent	Count	Percent	Count	Percent
Elementary or Secondary	Elementary	Fully certified?	1789	98.5%	28	1.5%	1817	100.0%
	Secondary	Fully certified?	1430	98.5%	22	1.5%	1452	100.0%

**Table 5: Number of Minutes per Day District Requires Social Studies Instruction**

	How many minutes per day does your district require you to teach social studies?			
	Mean	Std Deviation	Count	Valid N
1st Grade	34	32	192	N=81
2nd Grade	32	21	207	N=105
3rd Grade	35	16	319	N=162
4th Grade	43	26	316	N=188
5th Grade	47	36	353	N=229
6th Grade	65	62	303	N=192
Pre-K	30	.	9	N=1
Kindergarten	25	23	121	N=41

Average for grades K-3 = 32 minutes; grades 4-6 = 52 minutes

**Table 6: Days Per Week That Social Studies Is Typically Taught**

	How many days per week do you typically teach social studies?		
	Mean	Count	Valid N
1st Grade	3	192	N=186
2nd Grade	3	207	N=198
3rd Grade	3	319	N=313
4th Grade	4	316	N=308
5th Grade	4	353	N=345
6th Grade	4	303	N=247
Pre-K	2	9	N=9
Kindergarten	3	121	N=120

**Table 7: Average Number of Minutes of Instruction in a Typical Social Studies Period**

	When you teach social studies, how many minutes per day are devoted to social studies?			
	Mean	Std Deviation	Count	Valid N
1st Grade	31	16	192	N=184
2nd Grade	33	11	207	N=198
3rd Grade	40	28	319	N=311
4th Grade	43	14	316	N=306
5th Grade	44	26	353	N=335
6th Grade	65	59	303	N=240
Pre-K	19	6	9	N=7
Kindergarten	22	11	121	N=118

**Table 8.1: Time to Work on Homework, Independent Seatwork, or Group Work in a Typical Social Studies Class**

	In a typical social studies period, do you allow students time to work on homework, independent seatwork, or group work?			
	Yes		No	
	Count	Row %	Count	Row %
1st Grade	76	42.5%	103	57.5%
2nd Grade	121	59.3%	83	40.7%
3rd Grade	220	71.2%	89	28.8%
4th Grade	254	83.0%	52	17.0%
5th Grade	260	77.6%	75	22.4%
6th Grade	195	81.9%	43	18.1%
Pre-K	1	14.3%	6	85.7%
Kindergarten	44	37.9%	72	62.1%

**Table 8.2: Average Number of Minutes in a Typical Social Studies Class to Work on Homework, Independent Seatwork, or Group Work**

	In a typical social studies period, do you allow students time to work on homework, independent seatwork, or group work? If so, approximately how many minutes?		
	Mean	Count	Valid N
1st Grade	16	192	N=75
2nd Grade	14	207	N=114
3rd Grade	14	319	N=212
4th Grade	17	316	N=252
5th Grade	14	353	N=253
6th Grade	15	303	N=195
Pre-K	10	9	N=2
Kindergarten	20	121	N=46

Average = 15.29 minutes

**Table 9: Average Number of Minutes Spent in Direct Instruction Per Social Studies Class Period**

	In a typical social studies period, how many minutes would you say are spent in direct instruction?		
	Mean	Count	Valid N
1st Grade	20	192	N=178
2nd Grade	20	207	N=201
3rd Grade	24	319	N=307
4th Grade	26	316	N=304
5th Grade	25	353	N=333
6th Grade	26	303	N=228
Pre-K	11	9	N=7
Kindergarten	15	121	N=116

Average = 23.2 minutes

**Table 10: Average Percent of The Social Studies Curriculum Devoted to Civics and Government by Grade**

	Of all the topics required in your social studies curriculum, what percentage of the curriculum is devoted to civics and government?			
	Mean	Std Deviation	Valid N	Count
1st Grade	20	16	N=165	192
2nd Grade	23	21	N=183	207
3rd Grade	19	13	N=283	319
4th Grade	17	15	N=289	316
5th Grade	18	16	N=304	353
6th Grade	16	17	N=212	303
Pre-K	19	22	N=4	9
Kindergarten	18	22	N=101	121

Average = 18.5%

**Table 11: Average Percent of The Social Studies Curriculum Based On A Textbook by Grade**

	What percentage of your social studies curriculum is based on a textbook?			
	Mean	Std Deviation	Valid N	Count
1st Grade	29	36	N=171	192
2nd Grade	46	40	N=197	207
3rd Grade	66	34	N=290	319
4th Grade	70	31	N=293	316
5th Grade	68	32	N=319	353
6th Grade	73	29	N=224	303
Pre-K	13	25	N=4	9
Kindergarten	19	33	N=112	121

Average = 58%

**Table 12: Average Percent of The Social Studies Curriculum Based On State Standards by Grade**

	What percentage of your social studies curriculum is based on state standards?			
	Mean	Std Deviation	Valid N	Count
1st Grade	90	24	N=115	192
2nd Grade	89	27	N=111	207
3rd Grade	96	12	N=188	319
4th Grade	95	17	N=198	316
5th Grade	93	20	N=200	353
6th Grade	89	24	N=160	303
Pre-K	100	0	N=2	9
Kindergarten	92	21	N=64	121

Average = 92.5%

**Table 13: Percent of Teachers Who Have Time To Plan During the School Day by Grade**

	Do you have time to plan during the school day?			
	Yes		No	
	Count	Row %	Count	Row %
1st Grade	162	86.6%	25	13.4%
2nd Grade	171	84.7%	31	15.3%
3rd Grade	270	88.5%	35	11.5%
4th Grade	260	85.8%	43	14.2%
5th Grade	292	86.9%	44	13.1%
6th Grade	225	94.9%	12	5.1%
Pre-K	6	85.7%	1	14.3%
Kindergarten	104	88.1%	14	11.9%

Average = 87.9%

**Table 14: Average Approximate Number of Minutes of Planning Time Per Day During the School Day by Grade**

	If yes, approximately how many minutes daily?			
	Mean	Std Deviation	Valid N	Count
1st Grade	40	23	N=158	192
2nd Grade	38	12	N=168	207
3rd Grade	40	25	N=271	319
4th Grade	39	26	N=262	316
5th Grade	42	37	N=291	353
6th Grade	46	35	N=227	303
Pre-K	83	107	N=6	9
Kindergarten	37	21	N=104	121

Average = 41 minutes

**Table 15: Percent of Daily Planning Time Spent in Social Studies Planning By Grade**

	Of your overall planning time, what percentage of your daily planning time is spent in social studies planning?			
	Mean	Std Deviation	Valid N	Count
1st Grade	10	7	N=157	192
2nd Grade	11	8	N=181	207
3rd Grade	12	9	N=275	319
4th Grade	15	11	N=280	316
5th Grade	18	17	N=304	353
6th Grade	33	27	N=220	303
Pre-K	12	10	N=5	9
Kindergarten	9	6	N=98	121

Average = 16.3%

**Table 16: Time Of The Day When Social Studies is Typically Taught by Grade**

	What time of the day do you typically teach social studies?									
	Early morning		Mid-morning		Early afternoon		Late afternoon		Various times	
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
1st Grade	6	3.3%	7	3.9%	12	6.6%	115	63.5%	41	22.7%
2nd Grade	6	3.0%	8	4.0%	18	9.1%	142	71.7%	24	12.1%
3rd Grade	21	7.0%	35	11.6%	41	13.6%	165	54.6%	40	13.2%
4th Grade	13	4.4%	47	15.8%	42	14.1%	141	47.3%	55	18.5%
5th Grade	22	6.7%	70	21.3%	51	15.5%	96	29.3%	89	27.1%
6th Grade	16	7.3%	40	18.3%	38	17.4%	36	16.4%	89	40.6%
Pre-K					1	14.3%	3	42.9%	3	42.9%
Kindergarten	7	6.0%	9	7.8%	19	16.4%	28	24.1%	53	45.7%

**Table 17: Percent of Social Studies Classes With An "Out of School" Homework Assignment**

	What percentage of social studies class periods have an "outside of school" homework assignment included?			
	Mean	Std Deviation	Valid N	Count
1st Grade	5	9	N=179	192
2nd Grade	9	14	N=194	207
3rd Grade	14	17	N=293	319
4th Grade	25	23	N=293	316
5th Grade	34	28	N=328	353
6th Grade	37	29	N=213	303
Pre-K	3	7	N=5	9
Kindergarten	3	6	N=111	121

**Table 18: Teacher Comparison of Actual vs Ideal Number of Minutes of Social Studies Per Day by Grade**

	In your opinion, how many minutes should be allotted to social studies each day?				When you teach social studies, how many minutes per day are devoted to social studies?			
	Mean	Std Deviation	Count	Valid N	Mean	Std Deviation	Count	Valid N
1st Grade	30	35	192	N=172	31	16	192	N=184
2nd Grade	29	10	207	N=192	33	11	207	N=198
3rd Grade	35	11	319	N=299	40	28	319	N=311
4th Grade	42	12	316	N=299	43	14	316	N=306
5th Grade	43	14	353	N=324	44	26	353	N=335
6th Grade	51	29	303	N=224	65	59	303	N=240
Pre-K	22	13	9	N=5	19	6	9	N=7
Kindergarten	21	11	121	N=105	22	11	121	N=118

Average: Should be = 38 minutes; Are devoted = 42 minutes

**Table 19: Count and Percent of Teachers Who Teach Pennsylvania History by Grade**

	Do you teach Pennsylvania History as a subject?			
	Yes		No	
	Count	Row %	Count	Row %
1st Grade	10	5.4%	174	94.6%
2nd Grade	12	6.0%	189	94.0%
3rd Grade	70	23.1%	233	76.9%
4th Grade	229	76.1%	72	23.9%
5th Grade	58	17.5%	274	82.5%
6th Grade	16	7.1%	210	92.9%
Pre-K	1	14.3%	6	85.7%
Kindergarten	2	1.7%	117	98.3%

Average = 23.8%



**Table 20: Average Number of Minutes in A Class Period by Grade--Year-Long versus One-Semester Courses**

	Is the course of study in civis and government or the Constitution taught all year or for one semester?											
	Full year				One semester				Other			
	How many minutes long is a typical class period in your schedule?				How many minutes long is a typical class period in your schedule?				How many minutes long is a typical class period in your schedule?			
	Mean	Std Deviation	Valid N	Count	Mean	Std Deviation	Valid N	Count	Mean	Std Deviation	Valid N	Count
5th Grade	40	0	N=2	2	.	.			.	.		
6th Grade	48	12	N=11	11	58	19	N=7	7	45	7	N=19	19
7th Grade	45	8	N=45	45	51	31	N=28	28	47	10	N=54	54
8th Grade	45	7	N=94	94	46	11	N=44	44	46	8	N=90	90
9th Grade	45	7	N=51	51	53	19	N=38	38	58	21	N=16	16
10th Grade	45	7	N=44	44	53	17	N=47	47	58	20	N=14	14
11th Grade	45	7	N=61	61	57	21	N=74	74	52	17	N=23	23
12th Grade	47	12	N=177	177	55	18	N=318	318	60	21	N=63	63

36.6% of the courses met for a full year, 42.2% for one semester, 21.2% other. Average Minutes: Full-year = 46 minutes; One Semester = 54 minutes; Other = 51 minutes

**Table 21: Percent and Count of Class Periods that Provide Time to Work on Homework or Independent Seatwork During the Class Period**

	Of that time, do you provide time for students to work on homework or independent seatwork?			
	Yes		No	
	Count	Row %	Count	Row %
5th Grade	2	100.0%		
6th Grade	40	87.0%	6	13.0%
7th Grade	127	86.4%	20	13.6%
8th Grade	220	86.3%	35	13.7%
9th Grade	93	80.9%	22	19.1%
10th Grade	100	87.7%	14	12.3%
11th Grade	131	79.9%	33	20.1%
12th Grade	472	78.9%	126	21.1%

Overall average = 82.2% of the class periods have time to work on homework or independent seatwork.

**Table 22: Average Number of Minutes in a Typical Social Studies Class to Work on Homework, Independent Seatwork, or Group Work**

	If yes, approximately how many minutes per period?		
	Mean	Count	Valid N
5th Grade	20	353	N=2
6th Grade	10	303	N=40
7th Grade	10	171	N=126
8th Grade	10	285	N=221
9th Grade	10	121	N=93
10th Grade	12	116	N=98
11th Grade	11	168	N=137
12th Grade	11	613	N=479

Overall average = 11 minutes

**Table 23: Average Number of Minutes Spent in Direct Instruction Per Social Studies Class Period**

	How many minutes of direct instruction occur during a typical class period?		
	Mean	Count	Valid N
5th Grade	20	353	N=2
6th Grade	31	303	N=46
7th Grade	28	171	N=145
8th Grade	29	285	N=254
9th Grade	32	121	N=114
10th Grade	32	116	N=113
11th Grade	34	168	N=162
12th Grade	37	613	N=590

Average minutes per class period spent in direct instruction = 33 minutes

**Table 24: Number of Periods Per Day Teachers Teach Social Studies by Grade**

	How many periods per day do you teach social studies?																	
	1 period per day		2 periods per day		3 periods per day		4 periods per day		5 periods per day		6 periods per day		7 periods per day		8 periods per day		9 periods per day	
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
6th Grade	7	15.6%	4	8.9%	14	31.1%	5	11.1%	9	20.0%	6	13.3%						
7th Grade	5	3.4%	2	1.4%	5	3.4%	17	11.6%	79	53.7%	33	22.4%	5	3.4%	1	.7%		
8th Grade	6	2.4%	7	2.8%	7	2.8%	22	8.9%	117	47.4%	69	27.9%	15	6.1%	4	1.6%		
9th Grade	1	.9%			15	13.4%	11	9.8%	32	28.6%	40	35.7%	12	10.7%			1	.9%
10th Grade			2	1.8%	14	12.7%	2	1.8%	28	25.5%	50	45.5%	13	11.8%			1	.9%
11th Grade	3	1.9%	6	3.7%	18	11.1%	10	6.2%	51	31.5%	60	37.0%	14	8.6%				
12th Grade	13	2.3%	16	2.8%	86	15.0%	51	8.9%	122	21.3%	224	39.2%	56	9.8%	3	.5%	1	.2%

Note: 75% of all secondary teachers teach five or more periods of social studies per day.

**Table 25: Average Percent of Instructional Time Devoted to Civics**

	What percentage of your instructional time in a year is devoted specifically to civics?			
	Mean	Std Deviation	Valid N	Count
5th Grade	10	0	N=2	353
6th Grade	9	8	N=40	303
7th Grade	11	14	N=143	171
8th Grade	17	18	N=249	285
9th Grade	24	24	N=112	121
10th Grade	14	12	N=109	116
11th Grade	19	21	N=158	168
12th Grade	20	22	N=565	613

Overall average = 18.1%

**Table 26: Average Percent of Instructional Time Devoted to Government**

	What percentage of your instructional time in a year is devoted specifically to government?			
	Mean	Std Deviation	Valid N	Count
5th Grade	10	0	N=2	353
6th Grade	12	10	N=41	303
7th Grade	15	14	N=143	171
8th Grade	21	20	N=249	285
9th Grade	26	21	N=111	121
10th Grade	22	18	N=109	116
11th Grade	23	21	N=158	168
12th Grade	31	25	N=566	613

Overall average = 25.1%

**Table 27: Average Percent of Instructional Time Devoted to The Constitution**

	What percentage of your instructional time in a year is devoted specifically to the Constitution?			
	Mean	Std Deviation	Valid N	Count
5th Grade	10	0	N=2	353
6th Grade	3	5	N=41	303
7th Grade	6	9	N=144	171
8th Grade	12	11	N=247	285
9th Grade	15	16	N=109	121
10th Grade	10	11	N=109	116
11th Grade	13	14	N=159	168
12th Grade	15	16	N=563	613

Overall average = 12.3%

**Table 28: Number of Periods Per Week A Typical Social Studies Class Meets**

	How many periods per week does a typical social studies class meet?									
	One		Two		Three		Four		Five	
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
5th Grade	2	100%								
6th Grade					2	4%	1	2%	43	93%
7th Grade	1	1%	1	1%	6	4%	3	2%	133	92%
8th Grade					6	2%	4	2%	237	96%
9th Grade					1	1%	4	4%	105	95%
10th Grade					2	2%			108	98%
11th Grade					2	1%	2	1%	156	98%
12th Grade	2	0%			9	2%	9	2%	559	97%

Overall, 96% of secondary social studies classes meet five periods per week.

**Table 29: Count and Percent of Courses in Civics and Government or the Constitution That Are Elective Courses**

	Is the course of study in civics and government or the Constitution an elective course for students?			
	Yes		No	
	Count	Row %	Count	Row %
5th Grade			2	100%
6th Grade			39	100%
7th Grade	9	6%	133	94%
8th Grade	12	5%	239	95%
9th Grade	13	12%	95	88%
10th Grade	22	20%	88	80%
11th Grade	31	19%	131	81%
12th Grade	161	28%	408	72%

Overall, 18% are elective courses.

**Table 30: Count and Percent of Courses in Civics and Government or the Constitution That Are Full Year or One Semester in Duration Elective Courses**

	Is the course of study in civics and government or the Constitution taught all year or for one semester?					
	Full year		One semester		Other	
	Count	Row %	Count	Row %	Count	Row %
5th Grade	2	100%				
6th Grade	11	30%	7	19%	19	51%
7th Grade	45	35%	28	22%	54	43%
8th Grade	94	41%	44	19%	90	39%
9th Grade	51	49%	38	36%	16	15%
10th Grade	44	42%	47	45%	14	13%
11th Grade	61	39%	74	47%	23	15%
12th Grade	177	32%	318	57%	63	11%

Overall, 36.6% are full year, 42.2% are one semester, and 21.2% are other.

**Table 31: Teacher Perception of the Adequacy of Time Available to Teach Civics and Government**

	Do you think the time you have available to teach civics and government is adequate?			
	Yes		No	
	Count	Row %	Count	Row %
5th Grade			2	100%
6th Grade	33	87%	5	13%
7th Grade	95	71%	39	29%
8th Grade	175	74%	61	26%
9th Grade	85	81%	20	19%
10th Grade	83	78%	24	22%
11th Grade	128	82%	28	18%
12th Grade	468	84%	91	16%

Overall, 80% indicated the time available was adequate.

**Table 32: Average Number of Minutes of Teacher Planning Time Per Day**

	How much planning time do you have per day?		
	Mean	Count	Valid N
6th Grade	47	303	N=43
7th Grade	47	171	N=147
8th Grade	53	285	N=248
9th Grade	50	121	N=108
10th Grade	51	116	N=110
11th Grade	52	168	N=157
12th Grade	55	613	N=571

Overall average = 53 minutes per day

**Table 33: Percent of Typical Classes With an Out-Of-School Assignment**

	What percentage of your typical class periods has an out-of school homework assignment included?		
	Mean	Count	Valid N
5th Grade	10	353	N=2
6th Grade	54	303	N=43
7th Grade	40	171	N=146
8th Grade	43	285	N=244
9th Grade	43	121	N=108
10th Grade	42	116	N=109
11th Grade	47	168	N=154
12th Grade	48	613	N=560

Overall, 45% of typical classes have an out-of-school assignment.

**Table 34: Teacher Undergraduate Majors by Level**

		Survey Type: Elementary or Secondary			
		elementary-teacher		secondary-teacher	
		Count	Column N %	Count	Column N %
Undergraduate Major	Social Studies	5	.3%	459	34.1%
	Secondary Education	18	1.0%	485	36.1%
	Elementary Education	1507	86.5%	89	6.6%
	Something Else *	212	12.2%	312	23.2%

Total Elementary N=1,886; Secondary N=1,513

\* Business/Business Administration=21; Early Childhood Education=21; Economics=13; English=17; History=98; Political Science=49; Psychology=36; Sociology=21; and Special Education=70. Numerous other majors were listed with fewer than 10 respondents each.



**Table 35: Teacher Master's Degrees by Level**

			I hold a master's degree in this area		I do NOT hold a master's degree in this area	
			Count	Percent	Count	Percent
Elementary or Secondary	Elementary	Anthropology			1886	100.0%
		Citizenship Education			1886	100.0%
		Civics and Government			1886	100.0%
		Classroom/Instructional Technology	18	1.0%	1868	99.0%
		Counseling	10	.5%	1876	99.5%
		Curriculum & Instruction	84	4.5%	1802	95.5%
		Economics			1886	100.0%
		Education	6	.3%	1880	99.7%
		Educational Administration/Leadership	23	1.2%	1863	98.8%
		Elementary Education	514	27.3%	1372	72.7%
		Geography	1	.1%	1885	99.9%
		History	3	.2%	1883	99.8%
		Library Science	9	.5%	1877	99.5%
		Masters Equivalency	2	.1%	1884	99.9%
		Political Science			1886	100.0%
		Psychology	9	.5%	1877	99.5%
		Reading/Reading Specialist	125	6.6%	1761	93.4%
	Secondary	Secondary Education			1886	100.0%
		Social Sciences	1	.1%	1885	99.9%
		Social Studies	1	.1%	1885	99.9%
		Sociology	1	.1%	1885	99.9%
		Special Education	46	2.4%	1840	97.6%
		Other	122	6.5%	1764	93.5%
		Anthropology	2	.1%	1511	99.9%
		Citizenship Education	1	.1%	1512	99.9%
		Civics and Government	2	.1%	1511	99.9%
		Classroom/Instructional Technology	17	1.1%	1496	98.9%
		Counseling	3	.2%	1510	99.8%
		Curriculum & Instruction	90	5.9%	1423	94.1%
		Economics	2	.1%	1511	99.9%
		Education	113	7.5%	1400	92.5%
		Educational Administration/Leadership	21	1.4%	1492	98.6%
		Elementary Education	43	2.8%	1470	97.2%
		Geography	9	.6%	1504	99.4%
		History	93	6.1%	1420	93.9%

Library Science	6	.4%	1507	99.6%
Masters Equivalency	7	.5%	1506	99.5%
Political Science	11	.7%	1502	99.3%
Psychology	5	.3%	1508	99.7%
Reading/Reading Specialist	20	1.3%	1493	98.7%
Secondary Education	40	2.6%	1473	97.4%
Social Sciences	20	1.3%	1493	98.7%
Social Studies	64	4.2%	1449	95.8%
Sociology	3	.2%	1510	99.8%
Special Education	17	1.1%	1496	98.9%
Other	153	10.1%	1360	89.9%

Elementary N=1,886; Secondary N=1,513

Overall, 51.6% of elementary teachers hold master's degrees (n=975); 49.0% of secondary teachers hold master's degrees (n=742).

**Table 36: Teachers with Undergraduate Credits in Civics by Level**

		Survey Type: Elementary or Secondary			
		elementary-teacher		secondary-teacher	
		Count	Column N %	Count	Column N %
How many undergraduate credits (not courses) do you have in each of the following areas? Civics	No Credits	622	53.8%	263	26.3%
	1-3 Credits	344	29.8%	235	23.5%
	4-6 Credits	118	10.2%	261	26.1%
	7-9 Credits	41	3.5%	106	10.6%
	10-12 Credits	13	1.1%	57	5.7%
	13-15 Credits	9	.8%	36	3.6%
	16-18 Credits	4	.3%	11	1.1%
	19-24 Credits	3	.3%	15	1.5%
	25 or more	2	.2%	17	1.7%
	Total	1156	100.0%	1001	100.0%

Elementary N=1,886; Secondary N=1,513

**Table 37: Teachers with Undergraduate Credits in Government by Level**

		Survey Type: Elementary or Secondary			
		elementary-teacher		secondary-teacher	
		Count	Column N %	Count	Column N %
How many undergraduate credits (not courses) do you have in each of the following areas? Government	No Credits	535	45.6%	114	10.4%
	1-3 Credits	385	32.8%	195	17.8%
	4-6 Credits	158	13.5%	337	30.8%
	7-9 Credits	43	3.7%	150	13.7%
	10-12 Credits	31	2.6%	123	11.2%
	13-15 Credits	8	.7%	51	4.7%
	16-18 Credits	6	.5%	29	2.6%
	19-24 Credits	2	.2%	34	3.1%
	25 or more	6	.5%	62	5.7%
	Total	1174	100.0%	1095	100.0%

Elementary N=1,886; Secondary N=1,513

**Table 38: Teachers with Undergraduate Credits in Citizenship Education by Level**

		Survey Type: Elementary or Secondary			
		elementary-teacher		secondary-teacher	
		Count	Column N %	Count	Column N %
How many undergraduate credits (not courses) do you have in each of the following areas? Citizenship Education	No Credits	777	72.1%	584	65.1%
	1-3 Credits	228	21.2%	145	16.2%
	4-6 Credits	39	3.6%	68	7.6%
	7-9 Credits	14	1.3%	30	3.3%
	10-12 Credits	13	1.2%	24	2.7%
	13-15 Credits	1	.1%	13	1.4%
	16-18 Credits	1	.1%	3	.3%
	19-24 Credits	2	.2%	9	1.0%
	25 or more	2	.2%	21	2.3%
	Total	1077	100.0%	897	100.0%

Elementary N=1,886; Secondary N=1,513

**Table 39: Teachers with Graduate Credits in Civics by Level**

		Survey Type: Elementary or Secondary			
		elementary-teacher		secondary-teacher	
		Count	Column N %	Count	Column N %
How many graduate credits (not courses) do you have in each of the following areas? Civics	No Credits	975	90.4%	687	79.2%
	1-3 Credits	84	7.8%	97	11.2%
	4-6 Credits	14	1.3%	40	4.6%
	7-9 Credits	3	.3%	15	1.7%
	10-12 Credits	0	.0%	16	1.8%
	13-15 Credits	0	.0%	4	.5%
	16-18 Credits	0	.0%	2	.2%
	19-24 Credits	0	.0%	1	.1%
	25 or more	2	.2%	5	.6%
	Total	1078	100.0%	867	100.0%

Elementary N=1,886; Secondary N=1,513

**Table 40: Teachers with Graduate Credits in Government by Level**

		Survey Type: Elementary or Secondary			
		elementary-teacher		secondary-teacher	
		Count	Column N %	Count	Column N %
How many graduate credits (not courses) do you have in each of the following areas? Government	No Credits	962	89.6%	638	70.1%
	1-3 Credits	79	7.4%	109	12.0%
	4-6 Credits	25	2.3%	77	8.5%
	7-9 Credits	2	.2%	27	3.0%
	10-12 Credits	1	.1%	21	2.3%
	13-15 Credits	1	.1%	11	1.2%
	16-18 Credits	1	.1%	2	.2%
	19-24 Credits	1	.1%	8	.9%
	25 or more	2	.2%	17	1.9%
	Total	1074	100.0%	910	100.0%

Elementary N=1,886; Secondary N=1,513

**Table 41: Teachers with Graduate Credits in Citizenship Education by Level**

		Survey Type: Elementary or Secondary			
		elementary-teacher		secondary-teacher	
		Count	Column N %	Count	Column N %
How many graduate credits (not courses) do you have in each of the following areas? Citizenship Education	No Credits	947	89.3%	706	82.6%
	1-3 Credits	78	7.4%	88	10.3%
	4-6 Credits	22	2.1%	23	2.7%
	7-9 Credits	5	.5%	13	1.5%
	10-12 Credits	5	.5%	12	1.4%
	13-15 Credits	1	.1%	3	.4%
	16-18 Credits	1	.1%	0	.0%
	19-24 Credits	2	.2%	3	.4%
	25 or more	0	.0%	7	.8%
	Total	1061	100.0%	855	100.0%

Elementary N=1,886; Secondary N=1,513

**Table 42: Areas of Certification by Level**

			I am certified to teach in this area		I am NOT certified to teach in this area	
			Count	Percent	Count	Percent
Elementary or Secondary	Elementary	Citizenship Education	21	1.1%	1865	98.9%
		Early Childhood	34	1.8%	1852	98.2%
		Elementary Education	1678	89.0%	208	11.0%
		English	3	.2%	1883	99.8%
		National Board	2	.1%	1884	99.9%
		Reading	44	2.3%	1842	97.7%
		Secondary Education	53	2.8%	1833	97.2%
		Social Sciences	24	1.3%	1862	98.7%
		Social Studies	95	5.0%	1791	95.0%
		Special Education	112	5.9%	1774	94.1%
		Other	225	11.9%	1661	88.1%
	Secondary	Citizenship Education	195	12.9%	1318	87.1%
		Early Childhood	1	.1%	1512	99.9%
		Elementary Education	176	11.6%	1337	88.4%
		English	13	.9%	1500	99.1%
		National Board	7	.5%	1506	99.5%
		Reading	7	.5%	1506	99.5%
		Secondary Education	993	65.6%	520	34.4%
		Social Sciences	420	27.8%	1093	72.2%
		Social Studies	1111	73.4%	402	26.6%
		Special Education	35	2.3%	1478	97.7%
		Other	79	5.2%	1434	94.8%

Elementary N=1,886; Secondary N=1,513

Note that some teachers may be certified in more than one area. Numerous other certification areas were noted with fewer than 10 respondents each.

**Table 43.1: Elementary Only--Areas in Which Teachers Report Professional Development Experiences**

	Yes		No		Total	
	Count	Percent	Count	Percent	Count	Percent
Courses specific to civic education such as seminars that introduced educators to policymakers and community leaders.	136	7.2%	1750	92.8%	1886	100.0%
Curricula that helped educators bring these individuals in the classrooms.	196	10.4%	1690	89.6%	1886	100.0%
Programs that helped establish a classroom and school climate likely to foster democracy.	557	29.5%	1329	70.5%	1886	100.0%
Courses to understand complex social issues, the role of citizens in a democracy, and/or how to grapple with moral questions.	214	11.3%	1672	88.7%	1886	100.0%
Courses in content knowledge in civic education.	150	8.0%	1736	92.0%	1886	100.0%
Courses in pedagogy in the delivery of civic education.	106	5.6%	1780	94.4%	1886	100.0%

**Table 43.2: Secondary Only--Areas in Which Teachers Report Professional Development Experiences**

	Yes		No		Total	
	Count	Percent	Count	Percent	Count	Percent
Courses specific to civic education such as seminars that introduced educators to policymakers and community leaders.	348	23.0%	1165	77.0%	1513	100.0%
Curricula that helped educators bring these individuals in the classrooms.	336	22.2%	1177	77.8%	1513	100.0%
Programs that helped establish a classroom and school climate likely to foster democracy.	570	37.7%	943	62.3%	1513	100.0%
Courses to understand complex social issues, the role of citizens in a democracy, and/or how to grapple with moral questions.	491	32.5%	1022	67.5%	1513	100.0%
Courses in content knowledge in civic education.	422	27.9%	1091	72.1%	1513	100.0%
Courses in pedagogy in the delivery of civic education.	260	17.2%	1253	82.8%	1513	100.0%

**Table 44: Average Number of Hours Spent in Preparation for Teaching by Level**

		On average, how many hours per week do you spend in preparation for your teaching?	
		Mean	Valid N
Elementary or Secondary	Elementary	11.36	1692
	Secondary	11.40	1341



**Table 45: Distribution of Hours Spent in Preparation for Teaching by Level**

		Elementary or Secondary			
		Elementary		Secondary	
		Count	Column N %	Count	Column N %
On average, how many hours per week do you spend in preparation for your teaching?	0-3 Hours	239	14.3%	67	5.0%
	4-6 Hours	481	28.8%	315	23.7%
	7-10 Hours	553	33.1%	576	43.4%
	11-15 Hours	248	14.8%	222	16.7%
	16-20 Hours	109	6.5%	113	8.5%
	21-35 Hours	43	2.6%	34	2.6%

**Table 46: Membership in Professional Social Studies Organizations by Level**

		Elementary or Secondary			
		Elementary		Secondary	
		Count	Column N %	Count	Column N %
National Council for the Social Studies	Member	11	.6%	230	15.2%
	Not a member	1875	99.4%	1283	84.8%
PA Council for the Social Studies	Member	3	.2%	124	8.2%
	Not a member	1883	99.8%	1389	91.8%
Middle States Council for the Social Studies	Member	4	.2%	38	2.5%
	Not a member	1882	99.8%	1475	97.5%
I am a member of: Other	I am a member	55	2.9%	50	3.3%
	I am NOT a member	1831	97.1%	1463	96.7%

**Table 47: Course Currently Taught or Taught Within The Past Three Years by Level**

		Elementary or Secondary			
		Elementary		Secondary	
		Count	Column N %	Count	Column N %
Political Science	Currently Teach	15	.8%	98	6.5%
	Do not currently teach	1871	99.2%	1415	93.5%
American Government	Currently Teach	163	8.6%	409	27.0%
	Do not currently teach	1723	91.4%	1104	73.0%
American History	Currently Teach	339	18.0%	806	53.3%
	Do not currently teach	1547	82.0%	707	46.7%
Civics	Currently Teach	69	3.7%	300	19.8%
	Do not currently teach	1817	96.3%	1213	80.2%
Civics Education	Currently Teach	25	1.3%	52	3.4%
	Do not currently teach	1861	98.7%	1461	96.6%
Issues in America	Currently Teach	90	4.8%	111	7.3%
	Do not currently teach	1796	95.2%	1402	92.7%
None of the Above	Currently Teach	0	.0%	0	.0%
	Do not currently teach	1886	100.0%	1513	100.0%

**Table 48: Teachers' Personal Use of Print Media**

		Elementary or Secondary			
		Elementary		Secondary	
		Count	Column N %	Count	Column N %
The Allentown Call	Read	88	4.7%	92	6.1%
	Do Not Read	1798	95.3%	1421	93.9%
The Harrisburg Patriot-News	Read	122	6.5%	131	8.7%
	Do Not Read	1764	93.5%	1382	91.3%
The New York Times	Read	103	5.5%	215	14.2%
	Do Not Read	1783	94.5%	1298	85.8%
The Philadelphia Inquirer	Read	325	17.2%	216	14.3%
	Do Not Read	1561	82.8%	1297	85.7%
The Philadelphia Daily News	Read	75	4.0%	37	2.4%
	Do Not Read	1811	96.0%	1476	97.6%
The Pittsburgh Post-Gazette	Read	247	13.1%	388	25.6%
	Do Not Read	1639	86.9%	1125	74.4%
The Wall Street Journal	Read	41	2.2%	115	7.6%
	Do Not Read	1845	97.8%	1398	92.4%
The Washington Post	Read	16	.8%	111	7.3%
	Do Not Read	1870	99.2%	1402	92.7%
USA Today	Read	242	12.8%	443	29.3%
	Do Not Read	1644	87.2%	1070	70.7%
Other	Read other newspapers	380	20.1%	348	23.0%
	Do not read other newspapers	1506	79.9%	1165	77.0%

**Table 49: Count and Percent of Teachers Who Have Participated Professionally**

			I have participated professionally in this		I have NOT participated professionally in this	
			Count	Percent	Count	Percent
Elementary or Secondary	Elementary	Research studies and surveys	493	26.1%	1393	73.9%
		Community service	734	38.9%	1152	61.1%
		School-community partnerships	494	26.2%	1392	73.8%
		In planning groups, coalitions, or policy boards studying the promotion of civic engagements	81	4.3%	1805	95.7%
	Secondary	Research studies and surveys	468	30.9%	1045	69.1%
		Community service	589	38.9%	924	61.1%
		School-community partnerships	326	21.5%	1187	78.5%
		In planning groups, coalitions, or policy boards studying the promotion of civic engagements	147	9.7%	1366	90.3%

**Table 50: Count and Percent of Teachers Who have Sponsored and/or Advised Student Groups**

			I have sponsored and/or advised student groups		I have NOT sponsored and/or advised student groups	
			Count	Percent	Count	Percent
Elementary or Secondary	Elementary	Service-Learning	129	6.8%	1757	93.2%
		Student government	57	3.0%	1829	97.0%
		Student community service	158	8.4%	1728	91.6%
		Student newspaper	42	2.2%	1844	97.8%
		Student field trips to civic agencies or historic landmarks	384	20.4%	1502	79.6%
		Student clubs that have a civic mission	61	3.2%	1825	96.8%
	Secondary	Service-Learning	153	10.1%	1360	89.9%
		Student government	237	15.7%	1276	84.3%
		Student community service	264	17.4%	1249	82.6%
		Student newspaper	36	2.4%	1477	97.6%
		Student field trips to civic agencies or historic landmarks	433	28.6%	1080	71.4%
		Student clubs that have a civic mission	186	12.3%	1327	87.7%

**Table 51: Count and Percent of Teachers Who Hold Membership in Various Organizations**

			Familiar with...		Hold membership in...		Not familiar/No membership	
			Count	Percent	Count	Percent	Count	Percent
Elementary or Secondary	Elementary	Grassroots and activist organizing	217	11.5%	32	1.7%	1637	86.8%
		American Youth Policy Forum	68	3.6%			1818	96.4%
		The Bill of Rights Institute	113	6.0%	1	.1%	1772	94.0%
		Center for Civic Learning	81	4.3%	6	.3%	1799	95.4%
		Constitutional Rights Foundation	85	4.5%			1801	95.5%
		Youth Service America	114	6.0%			1772	94.0%
		We the People	271	14.4%	8	.4%	1607	85.2%
		America's Promise	74	3.9%			1812	96.1%
		The Civic Mission of Schools	21	1.1%			1865	98.9%
		Center for Education in Law and Democracy	65	3.4%			1821	96.6%
		Campus Compact	21	1.1%			1865	98.9%
		Americorps	331	17.6%	4	.2%	1551	82.2%
		PennCORD	57	3.0%			1829	97.0%
		National Constitution Center	236	12.5%	8	.4%	1642	87.1%
		Student Voices	87	4.6%	1	.1%	1798	95.3%
	Secondary	Grassroots and activist organizing	510	33.7%	79	5.2%	924	61.1%
		American Youth Policy Forum	240	15.9%	1	.1%	1272	84.1%
		The Bill of Rights Institute	480	31.7%	68	4.5%	965	63.8%
		Center for Civic Learning	369	24.4%	21	1.4%	1123	74.2%

Constitutional Rights Foundation	291	19.2%	10	.7%	1212	80.1%
Youth Service America	187	12.4%	2	.1%	1324	87.5%
We the People	468	30.9%	21	1.4%	1024	67.7%
America's Promise	203	13.4%	6	.4%	1304	86.2%
The Civic Mission of Schools	84	5.6%			1429	94.4%
Center for Education in Law and Democracy	212	14.0%	3	.2%	1298	85.8%
Campus Compact	61	4.0%			1452	96.0%
Americorps	484	32.0%	6	.4%	1023	67.6%
PennCORD	158	10.4%	10	.7%	1345	88.9%
National Constitution Center	417	27.6%	26	1.7%	1070	70.7%
Student Voices	195	12.9%	44	2.9%	1274	84.2%

**Table 52: Teachers' Active Engagement In and Out of the Classroom**

	Elementary or Secondary							
	Elementary				Secondary			
	Yes		No		Yes		No	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I am actively engaged in the community with discussion, debate, and current issues outside of the school day.	390	20.7%	1496	79.3%	605	40.0%	908	60.0%
I am comfortable with techniques such as using additional material to that in the textbook, using role-playing activities, mock trials, and/or dramas.	1387	73.5%	499	26.5%	1249	82.6%	264	17.4%
In the past 12 months, I have invited community leaders and presenters to my classroom to speak about important events or ideas.	579	30.7%	1307	69.3%	641	42.4%	872	57.6%
In the past 12 months, I have written letters to give opinions or solve community problems.	304	16.1%	1582	83.9%	389	25.7%	1124	74.3%
In the past 12 months, I have studied with or used material from leading organizations that support civic education.	354	18.8%	1532	81.2%	764	50.5%	749	49.5%
I have served on a state or district committee to develop academic standards.	445	23.6%	1441	76.4%	330	21.8%	1183	78.2%

**Table 53: Teacher Perceptions of School Effectiveness in Selected Areas of Civic Education by Level**

	Elementary or Secondary											
	Elementary						Secondary					
	Very Poor/Poor		Acceptable		Well/Very Well		Very Poor/Poor		Acceptable		Well/Very Well	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
How well does your school teach young people to become responsible, informed, and engaged citizens?	194	11.3%	801	46.8%	715	41.8%	158	11.8%	579	43.1%	605	45.1%
How well does your school include the knowledge, dispositions, virtues, and skills of responsible citizenship?	178	10.4%	762	44.6%	768	45.0%	165	12.4%	634	47.6%	534	40.1%
How well is civic knowledge - learning how the community works - and civic engagement - the practice of becoming effective in that process - integrated into a broadened core of learning in your school?	359	21.4%	884	52.8%	431	25.7%	272	20.4%	607	45.6%	452	34.0%
How well are academic subjects linked with service learning and character education in your school?	315	18.6%	812	47.9%	568	33.5%	359	27.0%	574	43.2%	397	29.8%



**Table 54: Teachers' Classroom Use of Civic Issues by Level**

			Not at All		Very Little		Somewhat		To a Great Extent	
			Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Elementary or Secondary	Elementary	To what extent do you incorporate instruction in government, law, history, and democracy into each class period?	116	6.9%	614	36.5%	796	47.4%	154	9.2%
		To what extent do you incorporate discussions of current local, national, and international issues and events into each class period?	82	4.9%	587	34.8%	853	50.6%	163	9.7%
		To what extent do you link community service and service learning to curriculum and classroom instruction?	166	9.8%	728	43.1%	706	41.8%	89	5.3%
		To what extent are there extracurricular opportunities to get involved in the school or community?	121	7.2%	473	28.0%	797	47.2%	296	17.5%
		To what extent do you encourage student participation in school governance?	507	30.4%	531	31.8%	508	30.4%	124	7.4%
		To what extent do you use simulations of democratic processes and procedures in your classroom instruction?	256	15.2%	565	33.6%	702	41.7%	161	9.6%

Secondary	To what extent do you incorporate instruction in government, law, history, and democracy into each class period?	8	.6%	91	6.8%	544	40.7%	695	51.9%
	To what extent do you incorporate discussions of current local, national, and international issues and events into each class period?	4	.3%	69	5.2%	559	41.8%	706	52.8%
	To what extent do you link community service and service learning to curriculum and classroom instruction?	122	9.2%	481	36.2%	605	45.6%	120	9.0%
	To what extent are there extracurricular opportunities to get involved in the school or community?	25	1.9%	215	16.2%	636	47.8%	454	34.1%
	To what extent do you encourage student participation in school governance?	39	2.9%	230	17.2%	641	47.9%	428	32.0%
	To what extent do you use simulations of democratic processes and procedures in your classroom instruction?	114	8.6%	309	23.2%	666	50.0%	244	18.3%

**Table 55: Position of the Person(s) Responsible for Textbook Selection**

	Elementary or Secondary							
	Elementary				Secondary			
	Responsible for textbook selection		NOT Responsible for textbook selection		Responsible for textbook selection		NOT Responsible for textbook selection	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
School Board	679	36.0%	1207	64.0%	552	36.5%	961	63.5%
Superintendent	592	31.4%	1294	68.6%	344	22.7%	1169	77.3%
Curriculum Supervisor	989	52.4%	897	47.6%	643	42.5%	870	57.5%
Principal	714	37.9%	1172	62.1%	455	30.1%	1058	69.9%
Teacher Group	1140	60.4%	746	39.6%	897	59.3%	616	40.7%
Individual Teacher	155	8.2%	1731	91.8%	514	34.0%	999	66.0%
Other	35	1.9%	1851	98.1%	43	2.8%	1470	97.2%
Don't Know	188	10.0%	1698	90.0%	76	5.0%	1437	95.0%

**Table 56: Position of the Person(s) Responsible for Supplemental Materials Selection**

	Elementary or Secondary							
	Elementary				Secondary			
	Responsible for selection of supplemental materials		NOT Responsible for selection of supplemental materials		Responsible for selection of supplemental materials		NOT Responsible for selection of supplemental materials	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
School Board	397	21.0%	1489	79.0%	254	16.8%	1259	83.2%
Superintendent	382	20.3%	1504	79.7%	180	11.9%	1333	88.1%
Curriculum Supervisor	789	41.8%	1097	58.2%	434	28.7%	1079	71.3%
Principal	699	37.1%	1187	62.9%	377	24.9%	1136	75.1%
Teacher Group	940	49.8%	946	50.2%	707	46.7%	806	53.3%
Individual Teacher	640	33.9%	1246	66.1%	861	56.9%	652	43.1%
Other	23	1.2%	1863	98.8%	23	1.5%	1490	98.5%
Don't Know	196	10.4%	1690	89.6%	59	3.9%	1454	96.1%

**Table 57: Use of TV Resources With Students in the Classroom**

	Elementary or Secondary							
	Elementary				Secondary			
	Use this TV resource		Do NOT use this TV resource		Use this TV resource		Do NOT use this TV resource	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
C-Span or public affairs programming	34	1.8%	1852	98.2%	212	14.0%	1301	86.0%
Discovery Channel	321	17.0%	1565	83.0%	471	31.1%	1042	68.9%
In-School Television News Network	81	4.3%	1805	95.7%	186	12.3%	1327	87.7%
National Television Cable/Network News	121	6.4%	1765	93.6%	506	33.4%	1007	66.6%

**Table 58: Use of Print Media Resources With Students in the Classroom**

	Elementary or Secondary							
	Elementary				Secondary			
	Use this print media with students		Do NOT use this print media with students		Use this print media with students		Do NOT use this print media with students	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Allentown Call	87	4.6%	1799	95.4%	63	4.2%	1450	95.8%
Harrisburg Patriot	35	1.9%	1851	98.1%	87	5.8%	1426	94.2%
Newsweek	122	6.5%	1764	93.5%	245	16.2%	1268	83.8%
Philadelphia Inquirer	35	1.9%	1851	98.1%	131	8.7%	1382	91.3%
The Philadelphia Daily News	83	4.4%	1803	95.6%	28	1.9%	1485	98.1%
Pittsburgh Post-Gazette	16	.8%	1870	99.2%	244	16.1%	1269	83.9%
The New York Times	11	.6%	1875	99.4%	160	10.6%	1353	89.4%
The Wall Street Journal	4	.2%	1882	99.8%	87	5.8%	1426	94.2%
The Washington Post	0	.0%	1886	100.0%	76	5.0%	1437	95.0%
The Washington Times	102	5.4%	1784	94.6%	27	1.8%	1486	98.2%
Time	30	1.6%	1856	98.4%	278	18.4%	1235	81.6%
US News & World Report	148	7.8%	1738	92.2%	220	14.5%	1293	85.5%

**Table 59: Teacher Awareness and Participation in Civic Projects for Schools**

	Elementary or Secondary															
	Elementary								Secondary							
	Familiar With...		Have Observed...		Participated In...		None of the Above		Familiar With...		Have Observed...		Participated In...		None of the Above	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Accelerated Schools Project	112	5.9%	7	.4%	12	.6%	1755	93.1%	136	9.0%	22	1.5%	9	.6%	1346	89.0%
Alliance for Representative Democracy	32	1.7%	0	.0%	0	.0%	1854	98.3%	89	5.9%	10	.7%	1	.1%	1413	93.4%
City Year	51	2.7%	5	.3%	6	.3%	1824	96.7%	68	4.5%	13	.9%	3	.2%	1429	94.4%
Co-nect	24	1.3%	0	.0%	4	.2%	1858	98.5%	48	3.2%	2	.1%	2	.1%	1461	96.6%
Earth Force Program	43	2.3%	1	.1%	9	.5%	1833	97.2%	59	3.9%	8	.5%	4	.3%	1442	95.3%
Facing History and Ourselves	25	1.3%	1	.1%	0	.0%	1860	98.6%	65	4.3%	6	.4%	9	.6%	1433	94.7%
First Amendment Schools Program	31	1.6%	1	.1%	0	.0%	1854	98.3%	81	5.4%	7	.5%	5	.3%	1420	93.9%
Microsociety	30	1.6%	2	.1%	5	.3%	1849	98.0%	45	3.0%	2	.1%	5	.3%	1461	96.6%
Mock Trial Program	206	10.9%	38	2.0%	31	1.6%	1611	85.4%	324	21.4%	103	6.8%	146	9.6%	940	62.1%
National Constitution Center	128	6.8%	27	1.4%	44	2.3%	1687	89.4%	220	14.5%	47	3.1%	100	6.6%	1146	75.7%
PennCORD	53	2.8%	0	.0%	2	.1%	1831	97.1%	114	7.5%	8	.5%	11	.7%	1380	91.2%
Project Citizen	33	1.7%	2	.1%	2	.1%	1849	98.0%	76	5.0%	9	.6%	10	.7%	1418	93.7%
Service Learning Network	55	2.9%	6	.3%	4	.2%	1821	96.6%	81	5.4%	7	.5%	6	.4%	1419	93.8%
Street Law Program	23	1.2%	1	.1%	1	.1%	1861	98.7%	125	8.3%	26	1.7%	50	3.3%	1312	86.7%
Student Voices Program	56	3.0%	0	.0%	0	.0%	1830	97.0%	143	9.5%	16	1.1%	62	4.1%	1292	85.4%

Superintendent's Student Advisory Committee	35	1.9%	3	.2%	2	.1%	1846	97.9%	66	4.4%	7	.5%	1	.1%	1439	95.1%
We the People: Project Citizen	122	6.5%	12	.6%	19	1.0%	1733	91.9%	251	16.6%	35	2.3%	49	3.2%	1178	77.9%
"What Kids Can Do"	80	4.2%	2	.1%	1	.1%	1803	95.6%	64	4.2%	2	.1%	2	.1%	1445	95.5%

**Table 60: Administrators Years of Experience by Level**

	Elementary or Secondary			
	Elementary		Secondary	
	Mean	Count	Mean	Count
How many years have you been an administrator?	10.4	372	9.5	387
How many years have you been in your current assignment?	5.3	372	5.5	387

**Table 61: Average Minutes Per Day and Days Per Week  
District Requires Social Studies Instruction  
Elementary Only**

	Mean	Count
How many minutes per day does your district require teachers to teach social studies?	36	355
How many days per week are teachers required to teach social studies?	4	355



**Table 62: Count and Percent of Teachers Who Allow Students Time to Work on Homework, Independent Seatwork, or Group Work Elementary Only**

	Yes		No	
	Count	Percent	Count	Percent
In a typical social studies period, do teachers allow students time to work on homework, independent seatwork, or group work?	263	74.1%	92	25.9%

**Table 63: Average Minutes Per Class Period Teachers Provide Time For Homework, Independent Seatwork, or Group Work Elementary Only**

	Mean	Count
If so, approximately, how many minutes per day?	13	355

**Table 64: Average Minutes Teachers Spend in Direct Instruction in a Typical Social Studies Class Elementary Only**

	Mean	Count
In a typical social studies period, how many minutes would you say teachers spend in direct instruction?	23	355

**Table 65: Count and Percent of Teachers Who Utilize Computer-Based Instructional Units Elementary Only**

	Yes		No	
	Count	Percent	Count	Percent
Do teachers utilize computer-based instructional units as part of their instruction?	140	40.7%	204	59.3%

**Table 66: Average Percent of Social Studies Time Devoted to Computer-Based Instruction Elementary Only**

	Mean	Valid N
If yes, overall, what percent of social studies time per week is devoted to computer-based instruction?	14	N=133

**Table 67: Count and Percent of Teachers Who Have Planning Time During the School Day  
Elementary Only**

	Yes		No	
	Count	Percent	Count	Percent
Do teachers have time to plan during the school day?	340	97.7%	8	2.3%

**Table 68: Average Minutes Per Day Teachers Have Planning Time  
Elementary Only**

	Mean	Valid N
If yes, approximately, how many minutes daily?	44	N=326

**Table 69: Time of Day Teachers Typically Teach Social Studies  
Elementary Only**

	Mid-morning		Early afternoon		Late afternoon		Various times	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
What time of the day do teachers typically teach social studies?	5	1.4%	47	13.5%	106	30.4%	191	54.7%

**Table 70: Average Number of Minutes Social Studies Should be Taught Per Day  
Elementary Only**

	Mean	Valid N
In your opinion, how many minutes should be allotted to social studies each day?	40	N=342

**Table 71: Average Length of Typical Class Period in Minutes  
Secondary Only**

	Mean	Valid N
How many minutes long is a typical class period in the schedule?	50	N=383

**Table 72: Percent of Teachers Who Provide Time for Students to Work on Homework or Independent Seatwork**

**Secondary Only**

	Yes		No	
	Count	Percent	Count	Percent
Of that time, do social studies teachers typically provide time for students to work on homework or independent seatwork?	283	75.1%	94	24.9%

**Table 73: Approximate Average Minutes Per Period Teachers Provide Time for Homework or Independent Seatwork**

**Secondary Only**

	Mean	Valid N
If yes, approximately, how many minutes per period?	9	N=287

**Table 74: Average Number of Minutes of Direct Instruction Occuring in a Typical Social Studies Class Period**

**Secondary Only**

	Mean	Valid N
How many minutes of direct instruction would you estimate occur during a typical social studies class period?	35	N=379

**Table 75: Number of Social Studies Class Periods Per Week**  
**Secondary Only**

	1 period per week		2 periods per week		3 periods per week		4 periods per week		5 periods per week	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
How many periods per week does a typical social studies class meet?	1	.3%	1	.3%	8	2.1%	6	1.6%	363	95.8%

**Table 76: Count and Percent of Elective Courses in Civics and Government or the Constitution  
Secondary Only**

	Yes		No	
	Count	Percent	Count	Percent
Is the course of study in civics and government or the Constitution an elective course for students?	44	11.7%	333	88.3%

**Table 77: Count and Percent of Year-Long or One-Semester Courses in Civics and Government or the Constitution  
Secondary Only**

	Full year		One semester		Other	
	Count	Percent	Count	Percent	Count	Percent
Is the course of study in civics and government or the Constitution taught all year or for one semester?	184	49.3%	114	30.6%	75	20.1%

**Table 78: Adequacy of Time Teachers Have to Teach Civics and Governemtn  
Secondary Only**

	Yes		No	
	Count	Percent	Count	Percent
Do you think the time teachers have available to teach civics and government is adequate?	332	87.1%	49	12.9%

**Table 79: Average Minutes of Planning Time Social Studies Teachers Have Each Day  
Secondary Only**

	Mean	Valid N
How much planning time do social studies teachers have per day?	53	N=380

**Table 80: Principals' Report of Professional Development Experiences Provided for Social Studies Teachers by Level**

	Elementary or Secondary							
	Elementary				Secondary			
	This is a professional development experience		This is NOT a professional development experience		This is a professional development experience		This is NOT a professional development experience	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Courses specific to civic education such as seminars that introduced educators to policy makers and community leaders.	49	17.5%	231	82.5%	138	39.8%	209	60.2%
Curricula that helped educators bring these individuals into classrooms.	96	34.3%	184	65.7%	185	53.3%	162	46.7%
Programs that helped establish a classroom and school climate likely to foster democracy.	196	70.0%	84	30.0%	248	71.5%	99	28.5%
Courses to understand complex social issues, the role of citizens in a democracy, and/or how to grapple with moral questions.	83	29.6%	197	70.4%	180	51.9%	167	48.1%
Courses in content knowledge in civic education.	167	59.6%	113	40.4%	217	62.5%	130	37.5%

Courses in pedagogy in the delivery of civic education.	104	37.1%	176	62.9%	176	50.7%	171	49.3%
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**Table 81: Principal Perceptions of Average Hours per Week Teachers Spend in Preparation for Teaching by level**

	Elementary or Secondary			
	Elementary		Secondary	
	Mean	Valid N	Mean	Valid N
On average, how many hours per week do you think teachers spend in preparation for teaching?	7	350	8	367

**Table 82: Principal Perceptions the Percent of Teachers Who Have Sponsored and/or Advised Student Groups**

	Elementary or Secondary							
	Elementary				Secondary			
	Teachers have sponsored		Teachers have NOT sponsored		Teachers have sponsored		Teachers have NOT sponsored	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Service-learning	136	41.5%	192	58.5%	211	55.5%	169	44.5%
Student government	97	29.6%	231	70.4%	334	87.9%	46	12.1%
Student community service	212	64.6%	116	35.4%	296	77.9%	84	22.1%
Student newspaper	98	29.9%	230	70.1%	284	74.7%	96	25.3%
Student field trips to civic agencies or historic landmarks	281	85.7%	47	14.3%	316	83.2%	64	16.8%
Student clubs that have a civic mission	81	24.7%	247	75.3%	249	65.5%	131	34.5%

**Table 83: Principals' Familiarity With Various Civic Organizations**

	Elementary or Secondary							
	Elementary				Secondary			
	I am familiar with		I am NOT familiar with		I am familiar with		I am NOT familiar with	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Grassroots and activist organizing	73	19.6%	299	80.4%	115	29.7%	272	70.3%
American Youth Policy Forum	26	7.0%	346	93.0%	42	10.9%	345	89.1%
The Bill of Rights Institute	107	28.8%	265	71.2%	134	34.6%	253	65.4%
Center for Civic Education	79	21.2%	293	78.8%	109	28.2%	278	71.8%
Constitutional Rights Foundation	60	16.1%	312	83.9%	77	19.9%	310	80.1%
Youth Service America	66	17.7%	306	82.3%	77	19.9%	310	80.1%
We the People	138	37.1%	234	62.9%	171	44.2%	216	55.8%
America's Promise	77	20.7%	295	79.3%	81	21.0%	305	79.0%
The Civic Mission of Schools	22	5.9%	350	94.1%	23	5.9%	364	94.1%
Center for Education in Law and Democracy	86	23.1%	286	76.9%	132	34.1%	255	65.9%
Campus Compact	2	.5%	370	99.5%	4	1.0%	383	99.0%
Americorps	171	46.0%	201	54.0%	220	57.0%	166	43.0%
PennCORD	44	11.8%	328	88.2%	73	18.9%	314	81.1%
National Constitution Center	112	30.1%	260	69.9%	137	35.4%	250	64.6%
Student Voices	38	10.2%	334	89.8%	98	25.3%	289	74.7%

**Table 84: Principals' Perceptions of Teaching Involvement in Civic Activities**

	Elementary or Secondary							
	Elementary				Secondary			
	Yes		No		Yes		No	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Teachers in my school are actively engaged in the community with discussion, debate, and current issues	118	52.0%	109	48.0%	183	65.6%	96	34.4%
In the past 12 months, teachers in my school have written letters to give opinions or solve community problems.	79	43.9%	101	56.1%	110	54.7%	91	45.3%
In the past 12 months, teachers in my school have studied with or used material from leading organizations that support civic education.	163	70.6%	68	29.4%	264	91.7%	24	8.3%
Teacher(s) in my school have served on a state or district committee to develop academic standards.	206	63.4%	119	36.6%	205	62.1%	125	37.9%



**Table 85.1: Elementary Principals' Perceptions of School Effectiveness Regarding Civic Education**

	Very Poorly		Poorly		At an Acceptable Level		Well		Very Well	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
How well does your school teach young people to become responsible, informed, and engaged citizens?	0	.0%	13	3.6%	146	40.8%	138	38.5%	61	17.0%
How well does your school include knowledge, dispositions, virtues, and skills of responsible citizenship?	0	.0%	15	4.2%	147	41.2%	133	37.3%	62	17.4%
How well is civic knowledge - learning how the community works - and civic engagement - the practice of becoming effective in that process - integrated into a broadened core of learning in your school?	3	.8%	74	19.9%	186	50.0%	94	25.3%	15	4.0%
How well are academic subjects linked with service learning and character education in your school?	4	1.1%	65	17.5%	166	44.6%	99	26.6%	38	10.2%

**Table 85.2: Secondary Principals' Perceptions of School Effectiveness Regarding Civic Education**

	Very Poorly		Poorly		At an Acceptable Level		Well		Very Well	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
How well does your school teach young people to become responsible, informed, and engaged citizens?	1	.3%	8	2.1%	122	32.1%	182	47.9%	67	17.6%
How well does your school include knowledge, dispositions, virtues, and skills of responsible citizenship?	0	.0%	9	2.4%	139	36.8%	159	42.1%	71	18.8%
How well is civic knowledge - learning how the community works - and civic engagement - the practice of becoming effective in that process - integrated into a broadened core of learning in your school?	1	.3%	51	13.2%	168	43.4%	126	32.6%	41	10.6%
How well are academic subjects linked with service learning and character education in your school?	7	1.8%	82	21.2%	168	43.4%	101	26.1%	29	7.5%

**Table 86.1: Elementary Principals' Perceptions of the Extent Teachers Incorporate Civic Education in Each Class Period**

	Not at All		Very Little		Somewhat		To a Great Extent	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
To what extent do teachers in your school incorporate instruction in government, law, history, and democracy into each class period?	1	.3%	123	33.1%	228	61.3%	20	5.4%
To what extent do teachers in your school incorporate discussions of current local, national, and international issues and events into each class period?	1	.3%	98	26.3%	246	66.1%	27	7.3%
To what extent do teachers in your school link community service and service learning to curriculum and classroom instruction?	11	3.0%	128	34.4%	199	53.5%	34	9.1%
To what extent are there extracurricular opportunities for all students to get involved in the school or community?	22	5.9%	130	34.9%	175	47.0%	45	12.1%
To what extent do teachers in your school encourage student participation in school governance?	66	17.7%	143	38.4%	140	37.6%	23	6.2%

To what extent do teachers in your school use simulations of democratic processes and procedures in classroom instruction?	12	3.4%	122	34.2%	192	53.8%	31	8.7%
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**Table 86.2: Secondary Principals' Perceptions of the Extent Teachers Incorporate Civic Education in Each Class Period**

	Not at All		Very Little		Somewhat		To a Great Extent	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
To what extent do teachers in your school incorporate instruction in government, law, history, and democracy into each class period?	1	.3%	56	14.5%	244	63.0%	86	22.2%
To what extent do teachers in your school incorporate discussions of current local, national, and international issues and events into each class period?	1	.3%	26	6.7%	223	57.6%	137	35.4%
To what extent do teachers in your school link community service and service learning to curriculum and classroom instruction?	15	3.9%	117	30.2%	222	57.4%	33	8.5%
To what extent are there extracurricular opportunities for all students to get involved in the school or community?	0	.0%	48	12.4%	127	32.8%	212	54.8%

To what extent do teachers in your school encourage student participation in school governance?	1	.3%	56	14.5%	238	61.5%	92	23.8%
To what extent do teachers in your school use simulations of democratic processes and procedures in classroom instruction?	2	.5%	70	18.4%	262	68.9%	46	12.1%

**Table 87: Principal Responses to What Person(s) Have Responsibility for Textbook Selection**

	Elementary or Secondary							
	Elementary				Secondary			
	Responsible for textbook selection		NOT Responsible for textbook selection		Responsible for textbook selection		NOT Responsible for textbook selection	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
School board	208	58.4%	148	41.6%	218	57.2%	163	42.8%
Superintendent	200	56.2%	156	43.8%	179	47.0%	202	53.0%
Curriculum supervisor	264	74.2%	92	25.8%	262	68.8%	119	31.2%
Principal	253	71.1%	103	28.9%	264	69.3%	117	30.7%
Teacher group	303	85.1%	53	14.9%	324	85.0%	57	15.0%
Individual teacher	71	19.9%	285	80.1%	162	42.5%	219	57.5%
Other	34	9.6%	322	90.4%	20	5.2%	361	94.8%

**Table 88: Principal Responses to What Person(s) Have Responsibility for Selection of Supplemental Instructional Materials**

	Elementary or Secondary							
	Elementary				Secondary			
	Responsible for selection of supplemental materials		NOT Responsible for selection of supplemental materials		Responsible for selection of supplemental materials		NOT Responsible for selection of supplemental materials	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
School board	111	29.8%	261	70.2%	84	21.7%	303	78.3%
Superintendent	121	32.5%	251	67.5%	86	22.2%	301	77.8%
Curriculum supervisor	231	62.1%	141	37.9%	218	56.3%	169	43.7%
Principal	269	72.3%	103	27.7%	239	61.8%	148	38.2%
Teacher group	288	77.4%	84	22.6%	304	78.6%	83	21.4%
Individual teacher	158	42.5%	214	57.5%	241	62.3%	146	37.7%
Other	14	3.8%	358	96.2%	15	3.9%	372	96.1%

**Table 89: Principals' Report of TV Resources Available for Use with Students in the Classroom**

	Elementary or Secondary							
	Elementary				Secondary			
	Resource available		Resource NOT available		Resource available		Resource NOT available	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
C-Span or public affairs programming	108	41.4%	153	58.6%	229	66.6%	115	33.4%
Discovery Channel	169	64.8%	92	35.2%	255	74.1%	89	25.9%
In-school television news network	75	28.7%	186	71.3%	221	64.2%	123	35.8%
National television cable/network news	243	93.1%	18	6.9%	309	89.8%	35	10.2%

**Table 90: Principals' Report of Print Media Available to Teachers for Use With Students in the Classroom**

	Elementary or Secondary							
	Elementary				Secondary			
	Print media available for use with students		Print media NOT available for use with students		Print media available for use with students		Print media NOT available for use with students	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Allentown Call	18	7.4%	224	92.6%	26	7.7%	310	92.3%
Harrisburg Patriot	30	12.4%	212	87.6%	34	10.1%	302	89.9%
Newsweek	33	13.6%	209	86.4%	174	51.8%	162	48.2%
Philadelphia Inquirer	51	21.1%	191	78.9%	68	20.2%	268	79.8%
The Philadelphia Daily News	5	2.1%	237	97.9%	15	4.5%	321	95.5%
Pittsburgh Post-Gazette	53	21.9%	189	78.1%	99	29.5%	237	70.5%
The New York Times	1	.4%	241	99.6%	64	19.0%	272	81.0%
The Wall Street Journal	4	1.7%	238	98.3%	111	33.0%	225	67.0%
The Washington Post	1	.4%	241	99.6%	15	4.5%	321	95.5%
The Washington Times	0	.0%	242	100.0%	6	1.8%	330	98.2%
Time	68	28.1%	174	71.9%	208	61.9%	128	38.1%
U.S. News & World Report	16	6.6%	226	93.4%	179	53.3%	157	46.7%

**Table 91: Principals' Familiarity With Various Civic Organizations**

	Elementary or Secondary							
	Elementary				Secondary			
	Familiar with		NOT Familiar with		Familiar with		NOT Familiar with	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Accelerated Schools Project	38	15.9%	201	84.1%	39	12.1%	283	87.9%
Alliance for Representative Democracy	4	1.7%	235	98.3%	8	2.5%	314	97.5%
City Year	6	2.5%	233	97.5%	9	2.8%	313	97.2%
Co-nect	6	2.5%	233	97.5%	8	2.5%	314	97.5%
Earth Force Program	21	8.8%	218	91.2%	18	5.6%	304	94.4%
Facing History and Ourselves	5	2.1%	234	97.9%	13	4.0%	309	96.0%
First Amendment Schools Program	23	9.6%	216	90.4%	25	7.8%	297	92.2%
Microsociety	13	5.4%	226	94.6%	9	2.8%	313	97.2%
Mock Trial Program	153	64.0%	86	36.0%	254	78.9%	68	21.1%
National Constitution Center	92	38.5%	147	61.5%	124	38.5%	198	61.5%
PennCORD	35	14.6%	204	85.4%	85	26.4%	237	73.6%
Project Citizen	15	6.3%	224	93.7%	14	4.3%	308	95.7%
Service Learning Network	66	27.6%	173	72.4%	92	28.6%	230	71.4%
Street Law Program	4	1.7%	235	98.3%	42	13.0%	280	87.0%
Student Voices Program	21	8.8%	218	91.2%	84	26.1%	238	73.9%
Superintendent's Student Advisory Committee	34	14.3%	204	85.7%	58	18.0%	264	82.0%
We the People: Project Citizen	70	29.3%	169	70.7%	104	32.3%	218	67.7%
"What Kids Can Do"	28	11.7%	211	88.3%	15	4.7%	307	95.3%



## APPENDIX A—Teacher Survey

Welcome to the PennCORD Survey of Pennsylvania Public School Principals and Social Studies Teachers. Please read the following information about this study and click the “I agree to participate” button at the bottom of your screen. You will then be directed to the survey.

**What is the purpose of this study?** The purpose of this research study is to assess the current conditions of civic learning in Pennsylvania’s public schools. Specifically, the study seeks to determine what constraints Pennsylvania’s social studies teachers face in teaching civics and government relative to time, instructional resources, and professional development opportunities. Using survey data collected from teachers and principals who are representative of the 501 school districts in Pennsylvania, the study seeks to evaluate (1) the amount of time teachers have to teach social studies, civics, and government, (2) how prepared or competent teachers feel to teach such subjects, and (3) the quality of the resources available for them to teach the subjects. The study also intends to assess principals’ perceptions on the same dimensions as teachers. We are seeking your help in determining where resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our state’s schools.

**Who is sponsoring this study?** This study is sponsored by the Pennsylvania Coalition for Representative Democracy (PennCORD). PennCORD is a unique union of educational, advocacy, and governmental organizations that are committed to improving civic learning for students in grades K-12. The Coalition’s mission is to encourage the creation of local civic learning policy to implement state standards in every school district by (1) motivating community advocacy for better civic education and (2) supporting educators across PA with resources and training. The Coalition is led by the [National Constitution Center](#), the [Pennsylvania Bar Association](#), [The Office of the Governor, First Lady Marjorie O. Rendell](#), and the [Pennsylvania Department of Education](#). PennCORD is a member of the [Campaign for the Civic Mission of Schools](#). The Campaign is managed by the [Council for Excellence in Government](#) in partnership with the [Academy for Educational Development](#). Initial funding for the Campaign comes from [Carnegie Corporation of New York](#) and the [John S. and James L. Knight Foundation](#). Our partners include businesses, nonprofit organizations, education associations, and individual teachers and administrators.

**Who is conducting this study?**

The survey is being conducted for PennCORD by Penn State University’s Center for Survey Research and the Center for the Improvement of Teaching and Learning.

**What will be done with the study results?** After collecting data via the survey, the research team at Penn State Harrisburg will analyze and interpret the survey data and submit to PennCORD a report focusing on the policy implications indicated by the results. In addition to the report, if sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district’s responses as well as the statewide averages of these responses. *This custom report may be of use to you in planning your district’s professional development activities and in allocating resources.* It is important to note that your individual district results will not appear in the final report or be released to any other person(s) or agencies. Only a statewide summary will be available to interested parties. Penn State will provide individual district results for only those districts which participate fully in this survey and only at the request of the superintendent.

**What does participating require?**

Principals complete a 10-minute web-based questionnaire. Social studies teachers complete a 10-minute web-based questionnaire.

**Confidentiality**

All information submitted is confidential. If this research is published, only aggregate data will be presented. No information that would identify you or your district or your school will be included. Other than approved project research staff, no one will have access to the

data or individual responses or school-level responses. Your confidentiality will be kept to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet by any third parties.

**Where can I get more information?** For more information about the study, contact Dr. Auden Thomas, Penn State Harrisburg, 777 W. Harrisburg Pike, Middletown, PA 17057, or [adt121@psu.edu](mailto:adt121@psu.edu) or (717) 948-6435, or Dr. Steve Frank, National Constitution Center, at [SFrank@constitutioncenter.org](mailto:SFrank@constitutioncenter.org) or (215) 409-6633. Or visit the PennCORD website at: <http://www.constitutioncenter.org/education/PennCORDandtheCampaignfortheCivicMissionofSchools/index.shtml>. If you have questions about your rights as a research participants, you may contact Penn State's Office for Research Protections at (814) 865-1775.

Completion and return of the survey implies that you have read the information in the form and that you consent to participate. You may print this page so you will have a copy for your records.

I have read the study information above and would like to proceed with the survey.  
**(click button on screen)**

Welcome to the PennCORD Survey of Pennsylvania Public School Principals and Social Studies Teachers. Please read the following information about this study and click the "I agree to participate" button at the bottom of your screen. You will then be directed to the survey.

**What is the purpose of this study?** The purpose of this research study is to assess the current conditions of civic learning in Pennsylvania's public schools. Specifically, the study seeks to determine what constraints Pennsylvania's social studies teachers face in teaching civics and government relative to time, instructional resources, and professional development opportunities. Using survey data collected from teachers and principals who are representative of the 501 school districts in Pennsylvania, the study seeks to evaluate (1) the amount of time teachers have to teach social studies, civics, and government, (2) how prepared or competent teachers feel to teach such subjects, and (3) the quality of the resources available for them to teach the subjects. The study also intends to assess principals' perceptions on the same dimensions as teachers. We are seeking your help in determining where resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our state's schools.

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**What will be done with the study results?** After collecting data via the survey, the research team at Penn State Harrisburg will analyze and interpret the survey data and submit to PennCORD a report focusing on the policy implications indicated by the results. In addition to the report, if sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district's responses as well as

the statewide averages of these responses. *This custom report may be of use to you in planning your district's professional development activities and in allocating resources.* It is important to note that your individual district results will not appear in the final report or be released to any other person(s) or agencies. Only a statewide summary will be available to interested parties. Penn State will provide individual district results for only those districts which participate fully in this survey and only at the request of the superintendent.

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Completion and return of the survey implies that you have read the information in the form and that you consent to participate. You may print this page so you will have a copy for your records.

I have read the study information above and would like to proceed with the survey.  
(click button on screen)

## **PennCORD Draft TEACHER SURVEY**

### **Demographics**

1. In what district do you teach?  
☐ 501 PA School Districts
2. In which building is your primary teaching assignment?  
☐ School buildings within district selected in #1
3. How many years have you been teaching?  
☐ Number of years
4. How many years have you been in your current assignment?  
☐ Number of years
5. What grade level(s) do you currently teach? (select all that apply)  
☐ Pre-K  
☐ K  
☐ 1  
☐ 2  
☐ 3  
☐ 4

- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

6. What subjects do you currently teach? (select all that apply)

- ☐ Elementary
- ☐ Civics & Government
- ☐ Pennsylvania History
- ☐ U.S. History
- ☐ Problems of Democracy
- ☐ Social Studies
- ☐ Social Science
- ☐ World History
- ☐ World Cultures
- ☐ Other (go to 6a)

6a. If Other, please specify \_\_\_\_\_

7. Are you fully certified to teach all subjects and/or grade levels to which you are assigned?

- ☐ Yes
- ☐ No

**The following questions ask you about the amount of time you spend teaching social studies, civics, and government.**

**Questions for elementary teachers only:**

1. How many **minutes per day** does your district require you to teach social studies?  
☐ Number of minutes  
☐ Don't know
2. How many **days per week**, do you typically teach social studies?  
☐ 0  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5
3. When you teach social studies, how many **minutes per day** are devoted to social studies?  
☐ Number of minutes
4. In a typical social studies period, do you allow students time to work on homework, independent seatwork, or group work?  
☐ Yes (go to 4a)  
☐ No  
  
4a. If so, approximately **how many minutes**?  
☐ Number of minutes
5. In a typical social studies period, **how many minutes** would you say are spent in *direct instruction*?  
☐ Number of minutes
6. Do you utilize computer-based instructional units as part of your instruction?  
☐ Yes (go to 6a)  
☐ No  
  
6a. If Yes, what **percent of social studies time per week** is devoted to computer-based instruction?  
☐ Percent
7. Of all the topics required in your social studies curriculum, what percentage of the curriculum is devoted to civics and government?  
☐ Percent
8. What percentage of your social studies curriculum is based on a textbook?  
☐ Percent

9. What percentage of your social studies curriculum is based on state standards?

- ☐ Percent
- ☐ Don't know

10. Do you have time to plan during the school day?

- ☐ Yes (go to 10a)
- ☐ No

**10a.** If Yes, approximately how many minutes daily?

- ☐ Number of minutes

**10b.** Of your overall planning time, what percentage of your daily planning time is spent in social studies planning?

- ☐ Percent

11. What time of the day do you typically teach social studies?

- ☐ Early morning
- ☐ Mid-morning
- ☐ Early afternoon
- ☐ Late afternoon
- ☐ Various times

12. What percentage of social studies class periods have an "outside of school" homework assignment included?

- ☐ Percent

13. In your opinion, how many minutes **should** be allotted to social studies each day?

- ☐ Number of minutes

14. Do you teach Pennsylvania History as a subject?

- ☐ Yes
- ☐ No

**Questions for secondary teachers only:**

1. How many minutes long is a typical class period in your schedule?

- ☐ Number of minutes

2. Of that time, do you provide time for students to work on homework or independent seatwork?

- ☐ Yes (go to 2a)
- ☐ No

2a. If Yes, approximately how many minutes per period?

- ☐ Number of minutes

3. How many minutes of *direct instruction* occur during a typical class period?  
☐ Number of minutes
4. How many periods per day do you teach social studies?  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
☐ 9
5. How many periods per week does a typical social studies class meet?  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5
6. What percentage of your instructional time in a year is devoted specifically to civics?  
☐ Percent
7. What percentage of your instructional time in a year is devoted specifically to government?  
☐ Percent
8. What percentage of your instructional time in a year is devoted specifically to the Constitution?  
☐ Percent
9. Is the course of study in civics and government or the Constitution an elective course for students?  
☐ Yes  
☐ No
10. Is the course of study in civics and government or the Constitution taught all year or for one semester?  
☐ Full year  
☐ One semester  
☐ Other (go to 10a)
- 10a. If Other, please explain\_\_\_\_\_
11. Do you think the time you have available to teach civics and government is adequate?  
☐ Yes  
☐ No (go to 11a)

11a. If not, how much time per day should be allotted?

☐ Number of minutes

**12.** How much planning time do you have per day?

☐ Number of minutes

**13.** What percentage of your typical class periods has an out-of-school homework assignment included?

☐ Percent



**The following questions ask you about your preparation to teach social studies, civics, and government.**

1. My undergraduate degree is in:

- ☐ Social Studies
- ☐ Secondary Education
- ☐ Elementary Education
- ☐ Something Else (go to 1a)

1a. If something else, please specify \_\_\_\_\_

2. I have a major or minor specialty in (select all that apply):

**a. Major:**

- ☐ Anthropology
- ☐ Citizenship Education
- ☐ Civics and Government
- ☐ Economics
- ☐ Elementary Education
- ☐ Geography
- ☐ History
- ☐ Political Science
- ☐ Psychology
- ☐ Social Sciences
- ☐ Social Studies
- ☐ Sociology
- ☐ None of the above

**b. Minor:**

- ☐ Anthropology
- ☐ Citizenship Education
- ☐ Civics and Government
- ☐ Economics
- ☐ Elementary Education
- ☐ Geography
- ☐ History
- ☐ Political Science
- ☐ Psychology
- ☐ Social Sciences
- ☐ Social Studies
- ☐ Sociology
- ☐ None of the above

3. I hold a master's degree in:
- ☐ Anthropology
  - ☐ Citizenship Education
  - ☐ Civics and Government
  - ☐ Curriculum & Instruction
  - ☐ Economics
  - ☐ Elementary Education
  - ☐ Geography
  - ☐ History
  - ☐ Political Science
  - ☐ Psychology
  - ☐ Social Sciences
  - ☐ Social Studies
  - ☐ Sociology
  - ☐ Other (go to 3a)
  - ☐ I do not hold a master's degree

**3a.** If Other, please specify \_\_\_\_\_

4. How many undergraduate credits (not courses) do you have in each of the following areas?
- a. Civics: \_\_\_\_ Number of credits
  - b. Government: \_\_\_\_ Number of credits
  - c. Citizenship Education: \_\_\_\_ Number of credits
5. How many graduate or certification program credits (not courses) do you have in each of the following areas?
- a. Civics: \_\_\_\_ Number of credits
  - b. Government: \_\_\_\_ Number of credits
  - c. Citizenship Education: \_\_\_\_ Number of credits
6. I am certified to teach in Pennsylvania
- ☐ Yes (go to 6a)
  - ☐ No (go to 6b)

**6a.** I hold the following Pennsylvania certification level:

- ☐ Instructional I
- ☐ Instructional II

**6b.** I am certified to teach in a state(s) other than Pennsylvania.

- ☐ Yes (go to 6c)
- ☐ No (go to 7)

**6c.** Please specify the state(s) in which you are certified (check all that apply).

- ☐ 50 states

7. I am certified to teach in the following areas (select all that apply):

- ☐ Elementary Education
- ☐ Social Studies
- ☐ Citizenship Education
- ☐ Social Sciences
- ☐ Secondary Education
- ☐ National Board
- ☐ Other (go to 7a)

7a. If Other, please specify\_\_\_\_\_

8. My professional development experience includes (select all that apply):

- ☐ Courses specific to civic education such as seminars that introduced educators to policymakers and community leaders.
- ☐ Curricula that helped educators bring these individuals into classrooms.
- ☐ Programs that helped establish a classroom and school climate likely to foster democracy.
- ☐ Courses to understand complex social issues, the role of citizens in a democracy, and/or how to grapple with moral questions.
- ☐ Courses in content knowledge in civic education.
- ☐ Courses in pedagogy in the delivery of civic education.
- ☐ None of the above

9. On average, how many hours per week do you spend in preparation for your teaching?

- ☐ Number of hours

10. Please list which, if any, professional listservs you participate in regularly in preparation for teaching: \_\_\_\_\_

11. Please list any websites you use regularly in preparation for teaching:

\_\_\_\_\_

12. I am a member of (select all that apply):

- ☐ National Council for the Social Studies
- ☐ PA Council for the Social Studies
- ☐ Middle States Council for the Social Studies
- ☐ Other (go to 12a)

12a. If Other, please specify\_\_\_\_\_

**13.** I currently teach, or in the past three years have taught, the following course(s) (select all that apply):

- ☐ Political Science
- ☐ American Government
- ☐ American History
- ☐ Civics
- ☐ Civics Education
- ☐ Issues in America
- ☐ None of the above

**14.** I read the following major newspapers regularly (select all that apply):

- ☐ The Allentown Call
- ☐ The Harrisburg Patriot News
- ☐ The New York Times
- ☐ The Philadelphia Inquirer
- ☐ The Philadelphia Daily News
- ☐ The Pittsburgh Post-Gazette
- ☐ The Wall Street Journal
- ☐ The Washington Post
- ☐ USA Today
- ☐ I don't read any newspapers
- ☐ Other (go to 14a)

**14a.** If Other, please specify. \_\_\_\_\_

**15.** In the past 12 months, I have participated professionally in (select all that apply):

- ☐ Research studies and surveys
- ☐ Community service
- ☐ School-community partnerships
- ☐ In planning groups, coalitions, or policy boards studying the promotion of civic engagements
- ☐ None of the above

**16.** In the past 12 months, I have sponsored and/or advised student groups in (select all that apply):

- ☐ Service-learning
- ☐ Student government
- ☐ Student community service
- ☐ Student newspaper
- ☐ Student field trips to civic agencies or historic landmarks
- ☐ Student clubs that have a civic mission
- ☐ None of the above

**17.** I am familiar with or hold membership in (select all that apply):

Familiar with:

- ☐ Grassroots and activist organizing
- ☐ American Youth Policy Forum
- ☐ The Bill of Rights Institute
- ☐ Center for Civic Education
- ☐ Constitutional Rights Foundation
- ☐ Youth Service America
- ☐ We the People
- ☐ America's Promise
- ☐ The Civic Mission of Schools
- ☐ Center for Education in Law and Democracy
- ☐ Campus Compact
- ☐ Americorps
- ☐ PennCORD
- ☐ National Constitution Center
- ☐ Student Voices

Hold membership in:

- ☐ Grassroots and activist organizing
- ☐ American Youth Policy Forum
- ☐ The Bill of Rights Institute
- ☐ Center for Civic Education
- ☐ Constitutional Rights Foundation
- ☐ Youth Service America
- ☐ We the People
- ☐ America's Promise
- ☐ The Civic Mission of Schools
- ☐ Center for Education in Law and Democracy
- ☐ Campus Compact
- ☐ Americorps
- ☐ PennCORD
- ☐ National Constitution Center
- ☐ Student Voices

**17A.** I am actively engaged in the community with discussion, debate, and current issues outside of the school day.

- ☐ Yes
- ☐ No

**18.** I am comfortable with techniques such as using additional material to that in the textbook, using role-playing activities, mock trials, and/or dramas.

- ☐ Yes
- ☐ No

**19.** In the past 12 months, I have invited community leaders and presenters to my classroom to speak about important events or ideas.

- ☐ Yes
- ☐ No

- 20.** In the past 12 months, I have written letters to give opinions or solve community problems.
- ☐ Yes
  - ☐ No
- 21.** In the past 12 months, I have studied with or used material from leading organizations that support civic education.
- ☐ Yes
  - ☐ No
- 22.** I have served on a state or district committee to develop academic standards.
- ☐ Yes
  - ☐ No
- 23.** How well does your school teach young people to become responsible, informed, and engaged citizens?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well
- 24.** How well does your school include the knowledge, dispositions, virtues, and skills of responsible citizenship?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well
- 25.** How well is civic knowledge – learning how the community works – and civic engagement – the practice of becoming effective in that process – integrated into a broadened core of learning in your school?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well
- 26.** How well are academic subjects linked with service learning and character education in your school?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well

- 27.** To what extent do you incorporate instruction in government, law, history, and democracy into each class period?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 29.** To what extent do you incorporate discussions of current local, national, and international issues and events into each class period?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 30.** To what extent do you link community service and service learning to curriculum and classroom instruction?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 31.** To what extent are there extracurricular opportunities to get involved in the school or community?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 32.** To what extent do you encourage student participation in school governance?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 33.** To what extent do you use simulations of democratic processes and procedures in your classroom instruction?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent

**The following questions ask you about the quality of resources you have available to teach social studies, civics, and government.**

1. What is the position of the person(s) responsible for textbook selection?  
(select all that apply)

- ☐ School board
- ☐ Superintendent
- ☐ Curriculum supervisor
- ☐ Principal
- ☐ Teacher group
- ☐ Individual teacher
- ☐ Other (go to 1a)
- ☐ Don't know/not sure

1a. If Other, please specify. \_\_\_\_\_

2. Who is responsible for selection of supplemental instructional materials?

- ☐ School board
- ☐ Superintendent
- ☐ Curriculum supervisor
- ☐ Principal
- ☐ Teacher group
- ☐ Individual teacher
- ☐ Other (go to 2a)
- ☐ Don't know/not sure

2a. If Other, please specify. \_\_\_\_\_

**Elementary teachers only. Secondary teachers proceed to #4 below.**

3. Please identify the primary text you use in your classroom for civics and government and/or social studies.

- ☐ America and Its Neighbors (Harcourt)
- ☐ America Will Be (Houghton Mifflin)
- ☐ America, America (Scott Foresman Addison Wesley)
- ☐ America's Communities (Silver Burdett & Ginn)
- ☐ America's History (Silver Burdett & Ginn)
- ☐ American Adventures (Scholastic Inc)
- ☐ American Democracy (McGraw Hill)
- ☐ American Government (St. Martins Press)
- ☐ American People Creating a Nation and a Society (Scott Foresman Addison Wesley)
- ☐ Challenge of Freedom (MacMillan)
- ☐ City, Town, and Country (Scott Foresman Addison Wesley)
- ☐ Civil Justice (Scholastic Inc)
- ☐ Colonies (Modern Curriculum Press)
- ☐ Communities (Harcourt)
- ☐ Communities and Resources (Silver Burdett)
- ☐ Communities and Their Needs (Silver Burdett)
- ☐ Communities Large and Small (D. C. Heath)
- ☐ Communities Near and Far (MacMillan)
- ☐ Communities, People, and Places (MacMillan)



- ☐ Country (Silver Burdett & Ginn)
- ☐ Criminal Justice (Scholastic Inc)
- ☐ Decisions (EMC Paradigm)
- ☐ Early Civilizations in Asia, Africa, and the Americas (Scholastic Inc)
- ☐ Earth's Regions (McGraw Hill)
- ☐ Everyday People (Steck Vaughn: Raintree Steck Vaughn)
- ☐ Exploring America's Heritage (D. C. Heath)
- ☐ Exploring Community, State, and Region (D. C. Heath)
- ☐ Exploring My World (D. C. Heath)
- ☐ Exploring Our Country (D. C. Heath)
- ☐ Exploring Our World (Scholastic Inc)
- ☐ Exploring World Communities (D. C. Heath)
- ☐ Families and Friends (MacMillan)
- ☐ Families and Neighborhoods (Silver Burdett)
- ☐ Friends (Harcourt)
- ☐ Going Places (McGraw Hill)
- ☐ Homes and Neighborhoods (D. C. Heath)
- ☐ I Know a Place (Houghton Mifflin)
- ☐ Law in American History (Scott Foresman Addison Wesley)
- ☐ Links Across Time and Place (McDougal Littell & Co)
- ☐ Living in Neighborhoods (MacMillan)
- ☐ Meeting People (McGraw Hill)
- ☐ Neighborhoods (Holt, Rinehart, & Winston)
- ☐ Neighborhoods and Communities (MacMillan)
- ☐ Our American Heritage (Silver Burdett)
- ☐ Our Common Heritage (Silver Burdett)
- ☐ Our Communities (Steck Vaughn: Raintree Steck Vaughn)
- ☐ Our Families (Steck Vaughn: Raintree Steck Vaughn)
- ☐ Our Neighborhoods (Silver Burdett & Ginn)
- ☐ Our Neighbors (Silver Burdett & Ginn)
- ☐ Our United States (Prentice Hall Pearson Education)
- ☐ Our United States Government (Educational Design Inc)
- ☐ Our World Yesterday and Today (Scott Foresman Addison Wesley)
- ☐ People and Our World (Holt, Rinehart & Winston)
- ☐ People and Places (Harcourt)
- ☐ People, Places, and Change (Holt, Rinehart & Winston)
- ☐ People, Time, and Change (Prentice Hall Pearson Education)
- ☐ Regions (Harcourt)
- ☐ Regions Near and Far (MacMillan)
- ☐ Social Fabric (Scott Foresman Addison Wesley)
- ☐ Songs, Symbols, and Sayings of the United States (Scott Foresman Addison Wesley)
- ☐ Sources of the Western Tradition (Houghton Mifflin)
- ☐ SRA Social Studies (McGraw Hill)
- ☐ States and Regions (Harcourt)
- ☐ United States (Harcourt)
- ☐ United States and Its Neighbors (MacMillan)
- ☐ United States and the Other Americas (MacMillan)
- ☐ United States: Our Nation and Neighbors (McGraw Hill)
- ☐ Voices from Our Country (Steck Vaughn: Raintree Steck Vaughn)
- ☐ Western Civilization 1 (McGraw Hill)

- ☐ Words that Built a Nation (Scholastic Inc)
- ☐ The World Activity Book (Harcourt)
- ☐ Yesterday, Today, and Tomorrow (Scholastic Inc)
- ☐ Other (go to 3a; ELSE go to 3b)
- ☐ Don't know/not sure

3a. If Other, please specify. \_\_\_\_\_

3b. Please enter which edition of the text you use. \_\_\_\_\_

3c. If known, what is the year of publication?

☐ Enter Year

**Secondary teachers only. Elementary teachers proceed to #5 below.**

4. Please identify the primary text you use in your classroom for civics and government and/or social studies.
- ☐ America Past and Present (Addison Wesley)
  - ☐ America Past and Present, Volumes I or II (Prentice Hall)
  - ☐ America the People and the Dream (Scott Foresman)
  - ☐ American Anthology (Globe Fearon: Pearson Education)
  - ☐ American Democracy (St. Martins Press)
  - ☐ American Government (Globe Fearon: Pearson Education)
  - ☐ American Government (Holt)
  - ☐ American History (Globe Fearon: Pearson Education)
  - ☐ American Journey (Glencoe McGraw Hill)
  - ☐ American Journey: The Quest for Liberty (Prentice Hall)
  - ☐ American Nation (Prentice Hall)
  - ☐ American Past (Holt, Rinehart, & Winston)
  - ☐ American Politics (Houghton Mifflin)
  - ☐ American Politics: Changing Expectations (Brown)
  - ☐ American Republic (Glencoe McGraw Hill)
  - ☐ American State and Local Politics (Harcourt)
  - ☐ America's Past and Promise (McDougall, Littell & Co)
  - ☐ America's Story (Houghton Mifflin)
  - ☐ America's Story (Steck Vaughn: Raintree Steck Vaughn )
  - ☐ America's Story: Colonial America 1600-1750 (Sundance)
  - ☐ Basic Principles of American Government (Amsco School Publications)
  - ☐ Call to Freedom (Holt, Rinehart, & Winston)
  - ☐ Civics, Government, and Citizenship (Prentice Hall)
  - ☐ Civics: Responsibilities and Citizenship (Glencoe McGraw Hill)
  - ☐ Civics: Participating in Our Democracy (Addison Wesley)
  - ☐ Civil Rights (Modern Curriculum Press)
  - ☐ Comparative Political Systems (Holt, Rinehart and Winston)
  - ☐ Comparative Politics (Prentice Hall)
  - ☐ Conduct of American Foreign Policy (McGraw-Hill)
  - ☐ Constitution (Scott Foresman)
  - ☐ Constitution: Foundation of Our Freedom (Harcourt)
  - ☐ Creating America (McDougall Littell)
  - ☐ Decisions (EMC Paradigm)
  - ☐ Development of a Nation (Globe Fearon: Pearson Education)

- ☐ Exploring American Citizenship (Globe Fearon: Pearson Education)
- ☐ Exploring a Changing World (Globe Fearon: Pearson Education)
- ☐ Eyewitnesses and Others (Holt, Rinehart, & Winston)
- ☐ From Colonies to Country (Oxford University Press)
- ☐ Introduction to the Social Sciences (Prentice Hall)
- ☐ Modern World (Scholastic Inc)
- ☐ Native American Literature (Glencoe McGraw Hill)
- ☐ Our American Government and Political System (MacMillan)
- ☐ Perspectives: Readings on Contemporary American Government (Close Up Foundation)
- ☐ Political Science (Prentice Hall)
- ☐ Politics and People (Scholastic Inc)
- ☐ Rise of the American Nation (Harcourt)
- ☐ Road to Independence (Globe Fearon)
- ☐ State and Local Government (Scholastic Inc)
- ☐ Survey of World Cultures (American Guidance Services)
- ☐ Taking Sides: Clashing Views on Controversial Political Issues (Dushkin)
- ☐ Tapestry Multicultural Anthology (Globe Fearon)
- ☐ Triumph of the American Nation with 1990 supplement (Holt, Rinehart, & Winston)
- ☐ United States (Globe Fearon: Pearson Education)
- ☐ United States Government (American Booksellers Association)
- ☐ United States Government (American Guidance Services)
- ☐ United States Government (Media Materials)
- ☐ United States: Our Nation and Neighbors (McGraw Hill)
- ☐ World and Its People (Glencoe McGraw Hill)
- ☐ World Cultures: A Global Mosaic (Prentice Hall)
- ☐ World Geography (Glencoe McGraw Hill)
- ☐ World Today (Amsco School Publications)
- ☐ You and the Law (American Booksellers Association)
- ☐ Other (go to 4a, ELSE go to 4b)
- ☐ Don't know/not sure

4a. If Other, please specify. \_\_\_\_\_

4b. Please enter which edition of the text you use. \_\_\_\_\_

4c. If known, what is the year of publication?

☐ Enter Year

5. Please list up to 3 resources for each type of resource listed (if applicable) that you find **most helpful** and **most frequently use** for teaching social studies, civics, or government in your classroom.
- ☐ Action research projects or programs
  - ☐ Community outreach projects or programs
  - ☐ Computer simulations
  - ☐ Films/videos/DVDs
  - ☐ Internet research sites
  - ☐ Original documents
  - ☐ Particular field trips (sites/locations)

- ☐ Service learning projects or programs
  - ☐ Supplemental texts
  - ☐ Trade books
6. Please list any resources you are aware of that you would like to use but are not available in your school. \_\_\_\_\_
7. I use the following TV resources with students in my classroom (select all that apply).
- ☐ C-Span or public affairs programming
  - ☐ Discovery Channel
  - ☐ In-school television news network
  - ☐ National television cable/network news
  - ☐ None of the above
8. I use the following print media with students in my classroom (select all that apply).
- ☐ Allentown Call
  - ☐ Harrisburg Patriot
  - ☐ Newsweek
  - ☐ Philadelphia Inquirer
  - ☐ The Philadelphia Daily News
  - ☐ Pittsburgh Post-Gazette
  - ☐ The New York Times
  - ☐ The Wall Street Journal
  - ☐ The Washington Post
  - ☐ The Washington Times
  - ☐ Time
  - ☐ US News & World Report
  - ☐ Other (go to 8a)

8a. If Other, please specify. \_\_\_\_\_

9. Please indicate if you are familiar with, have observed, or have participated in any of the following (select all that apply):

Familiar with:

- ☐ Accelerated Schools Project
- ☐ Alliance for Representative Democracy
- ☐ City Year
- ☐ Co-nect
- ☐ Earth Force Program
- ☐ Facing History and Ourselves
- ☐ First Amendment Schools Program
- ☐ Microsociety
- ☐ Mock Trial Program
- ☐ National Constitution Center
- ☐ PennCORD
- ☐ Project Citizen
- ☐ Service Learning Network
- ☐ Street Law Program

- ☐ Student Voices Program
- ☐ Superintendent's Student Advisory Committee
- ☐ We the People: Project Citizen
- ☐ "What Kids Can Do"

Have observed:

- ☐ Accelerated Schools Project
- ☐ Alliance for Representative Democracy
- ☐ City Year
- ☐ Co-nect
- ☐ Earth Force Program
- ☐ Facing History and Ourselves
- ☐ First Amendment Schools Program
- ☐ Microsociety
- ☐ Mock Trial Program
- ☐ National Constitution Center
- ☐ PennCORD
- ☐ Project Citizen
- ☐ Service Learning Network
- ☐ Street Law Program
- ☐ Student Voices Program
- ☐ Superintendent's Student Advisory Committee
- ☐ We the People: Project Citizen
- ☐ "What Kids Can Do"

Participated in:

- ☐ Accelerated Schools Project
- ☐ Alliance for Representative Democracy
- ☐ City Year
- ☐ Co-nect
- ☐ Earth Force Program
- ☐ Facing History and Ourselves
- ☐ First Amendment Schools Program
- ☐ Microsociety
- ☐ Mock Trial Program
- ☐ National Constitution Center
- ☐ PennCORD
- ☐ Project Citizen
- ☐ Service Learning Network
- ☐ Street Law Program
- ☐ Student Voices Program
- ☐ Superintendent's Student Advisory Committee
- ☐ We the People: Project Citizen
- ☐ "What Kids Can Do"

## APPENDIX B—Principal Survey

Welcome to the PennCORD Survey of Pennsylvania Public School Principals and Social Studies Teachers. Please read the following information about this study and click the “I agree to participate” button at the bottom of your screen. You will then be directed to the survey.

**What is the purpose of this study?** The purpose of this research study is to assess the current conditions of civic learning in Pennsylvania’s public schools. Specifically, the study seeks to determine what constraints Pennsylvania’s social studies teachers face in teaching civics and government relative to time, instructional resources, and professional development opportunities. Using survey data collected from teachers and principals who are representative of the 501 school districts in Pennsylvania, the study seeks to evaluate (1) the amount of time teachers have to teach social studies, civics, and government, (2) how prepared or competent teachers feel to teach such subjects, and (3) the quality of the resources available for them to teach the subjects. The study also intends to assess principals’ perceptions on the same dimensions as teachers. We are seeking your help in determining where resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our state’s schools.

**Who is sponsoring this study?** This study is sponsored by the Pennsylvania Coalition for Representative Democracy (PennCORD). PennCORD is a unique union of educational, advocacy, and governmental organizations that are committed to improving civic learning for students in grades K-12. The Coalition’s mission is to encourage the creation of local civic learning policy to implement state standards in every school district by (1) motivating community advocacy for better civic education and (2) supporting educators across PA with resources and training. The Coalition is led by the [National Constitution Center](#), the [Pennsylvania Bar Association](#), [The Office of the Governor, First Lady Marjorie O. Rendell](#), and the [Pennsylvania Department of Education](#). PennCORD is a member of the [Campaign for the Civic Mission of Schools](#). The Campaign is managed by the [Council for Excellence in Government](#) in partnership with the [Academy for Educational Development](#). Initial funding for the Campaign comes from [Carnegie Corporation of New York](#) and the [John S. and James L. Knight Foundation](#). Our partners include businesses, nonprofit organizations, education associations, and individual teachers and administrators.

**Who is conducting this study?**

The survey is being conducted for PennCORD by Penn State University’s Center for Survey Research and the Center for the Improvement of Teaching and Learning.

**What will be done with the study results?** After collecting data via the survey, the research team at Penn State Harrisburg will analyze and interpret the survey data and submit to PennCORD a report focusing on the policy implications indicated by the results. In addition to the report, if sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district’s responses as well as the statewide averages of these responses. *This custom report may be of use to you in planning your district’s professional development activities and in allocating resources.* It is important to note that your individual district results will not appear in the final report or be released to any other person(s) or agencies. Only a statewide summary will be available to interested parties. Penn State will provide individual district results for only those districts which participate fully in this survey and only at the request of the superintendent.

**What does participating require?**

Principals complete a 10-minute web-based questionnaire. Social studies teachers complete a 10-minute web-based questionnaire.

**Confidentiality**

All information submitted is confidential. If this research is published, only aggregate data will be presented. No information that would identify you or your district or your school will be included. Other than approved project research staff, no one will have access to the data or individual responses or school-level responses. Your confidentiality will be kept to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet by any third parties.

**Where can I get more information?** For more information about the study, contact Dr. Auden Thomas, Penn State Harrisburg, 777 W. Harrisburg Pike, Middletown, PA 17057, or [adt121@psu.edu](mailto:adt121@psu.edu) or (717) 948-6435, or Dr. Steve Frank, National Constitution Center, at [SFrank@constitutioncenter.org](mailto:SFrank@constitutioncenter.org) or (215) 409-6633. Or visit the PennCORD website at: <http://www.constitutioncenter.org/education/PennCORDandtheCampaignfortheCivicMissionofSchools/index.shtml>. If you have questions about your rights as a research participants, you may contact Penn State's Office for Research Protections at (814) 865-1775.

Completion and return of the survey implies that you have read the information in the form and that you consent to participate. You may print this page so you will have a copy for your records.

I have read the study information above and would like to proceed with the survey.

**(click button on screen)**

## **PennCORD PRINCIPAL SURVEY**

### **Demographics**

1. In what district are you an administrator?  
☐ 501 PA School Districts
2. In which building is your primary assignment?  
☐ School buildings within district selected in #1
3. How many years have you been an administrator?  
☐ Number of years
4. How many years have you been in your current assignment?  
☐ Number of years
5. What grade level(s) are currently assigned to your building? (select all that apply)  
☐ Pre-K  
☐ K  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
☐ 9  
☐ 10  
☐ 11  
☐ 12

**The following questions ask you about the amount of time your teachers spend in teaching social studies, civics, and government.**

**Questions for elementary principals only:**

1. How many **minutes per day** does your district require teachers to teach social studies?  
☐ Number of minutes  
☐ Don't know
2. How many **days per week** are teachers required to teach social studies?  
☐ 0  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5
3. In a typical social studies period, do teachers allow students time to work on homework, independent seatwork, or group work?  
☐ Yes (go to 3a)  
☐ No  
  
3a. If so, approximately **how many minutes per day**?  
☐ Number of minutes
4. In a typical social studies period, **how many minutes** would you say teachers spend in *direct instruction*?  
☐ Number of minutes
5. Do teachers utilize computer-based instructional units as part of their instruction?  
☐ Yes (go to 5a)  
☐ No  
  
5a. If Yes, overall, what **percent of social studies time per week** is devoted to computer-based instruction?  
☐ Percent
6. Do teachers have time to plan during the school day?  
☐ Yes (go to 6a)  
☐ No  
  
6a. If Yes, approximately how many minutes daily?  
☐ Number of minutes
7. What time of the day do teachers typically teach social studies?  
☐ Early morning  
☐ Mid-morning  
☐ Early afternoon



- ☐ Late afternoon
- ☐ Various times

8. In your opinion, how many minutes **should** be allotted to social studies each day?
- ☐ Number of minutes

**Questions for secondary principals only:**

14. How many minutes long is a typical class period in the schedule?
- ☐ Number of minutes
15. Of that time, do social studies teachers typically provide time for students to work on homework or independent seatwork?
- ☐ Yes (go to 2a)
  - ☐ No
- 2a. If Yes, approximately how many minutes per period?
- ☐ Number of minutes
16. How many minutes of *direct instruction* would you estimate occur during a typical social studies class period?
- ☐ Number of minutes
17. How many periods per week does a typical social studies class meet?
- ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5
18. Is the course of study in civics and government or the Constitution an elective course for students?
- ☐ Yes
  - ☐ No
19. Is the course of study in civics and government or the Constitution taught all year or for one semester?
- ☐ Full year
  - ☐ One semester
  - ☐ Other (go to 6a)
- 6a. If Other, please explain\_\_\_\_\_
20. Do you think the time teachers have available to teach civics and government is adequate?
- ☐ Yes
  - ☐ No (go to 7a)
- 7a. If not, how much time per day should be allotted?
- ☐ Number of minutes

21. How much planning time do social studies teachers have per day?  
☐ Number of minutes

**The following questions ask you about how prepared you think your teachers are to teach social studies, civics, and government.**

28. The professional development experiences provided for social studies teachers includes (select all that apply):
- ☐ Courses specific to civic education such as seminars that introduced educators to policymakers and community leaders.
  - ☐ Curricula that helped educators bring these individuals into classrooms.
  - ☐ Programs that helped establish a classroom and school climate likely to foster democracy.
  - ☐ Courses to understand complex social issues, the role of citizens in a democracy, and/or how to grapple with moral questions.
  - ☐ Courses in content knowledge in civic education.
  - ☐ Courses in pedagogy in the delivery of civic education.
  - ☐ None of the above
29. On average, how many hours per week do you think teachers spend in preparation for teaching?  
☐ Number of hours
30. In the past 12 months, teachers in my school have sponsored and/or advised student groups in (select all that apply):
- ☐ Service-learning
  - ☐ Student government
  - ☐ Student community service
  - ☐ Student newspaper
  - ☐ Student field trips to civic agencies or historic landmarks
  - ☐ Student clubs that have a civic mission
  - ☐ None of the above
31. I am familiar with the following (select all that apply):
- ☐ Grassroots and activist organizing
  - ☐ American Youth Policy Forum
  - ☐ The Bill of Rights Institute
  - ☐ Center for Civic Education
  - ☐ Constitutional Rights Foundation
  - ☐ Youth Service America
  - ☐ We the People
  - ☐ America's Promise
  - ☐ The Civic Mission of Schools
  - ☐ Center for Education in Law and Democracy

- ☐ Campus Compact
- ☐ Americorps
- ☐ PennCORD
- ☐ National Constitution Center
- ☐ Student Voices

- 32.** Teachers in my school are actively engaged in the community with discussion, debate, and current issues.
- ☐ Yes
  - ☐ No
  - ☐ Don't Know
- 33.** In the past 12 months, teachers in my school have written letters to give opinions or solve community problems.
- ☐ Yes
  - ☐ No
  - ☐ Don't Know
- 34.** In the past 12 months, teachers in my school have studied with or used material from leading organizations that support civic education.
- ☐ Yes
  - ☐ No
  - ☐ Don't Know
- 35.** Teacher(s) in my school have served on a state or district committee to develop academic standards.
- ☐ Yes
  - ☐ No
  - ☐ Don't Know
- 36.** How well does your school teach young people to become responsible, informed, and engaged citizens?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well
- 37.** How well does your school include the knowledge, dispositions, virtues, and skills of responsible citizenship?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well

- 38.** How well is civic knowledge – learning how the community works – and civic engagement – the practice of becoming effective in that process – integrated into a broadened core of learning in your school?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well
- 39.** How well are academic subjects linked with service learning and character education in your school?
- ☐ Very Poorly
  - ☐ Poorly
  - ☐ At an Acceptable Level
  - ☐ Well
  - ☐ Very Well
- 40.** To what extent do teachers in your school incorporate instruction in government, law, history, and democracy into each class period?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 41.** To what extent do teachers in your school incorporate discussions of current local, national, and international issues and events into each class period?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 42.** To what extent do teachers in your school link community service and service learning to curriculum and classroom instruction?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent
- 43.** To what extent are there extracurricular opportunities for all students to get involved in the school or community?
- ☐ Not at All
  - ☐ Very Little
  - ☐ Somewhat
  - ☐ To a Great Extent

**44.** To what extent do teachers in your school encourage student participation in school governance?

- ☐ Not at All
- ☐ Very Little
- ☐ Somewhat
- ☐ To a Great Extent

**45.** To what extent do teachers in your school use simulations of democratic processes and procedures in classroom instruction?

- ☐ Not at All
- ☐ Very Little
- ☐ Somewhat
- ☐ To a Great Extent

**The following questions ask you about the quality of resources that teachers have available to teach social studies, civics, and government in your school.**

**10.** What is the position of the person(s) responsible for textbook selection?

(select all that apply)

- ☐ School board
- ☐ Superintendent
- ☐ Curriculum supervisor
- ☐ Principal
- ☐ Teacher group
- ☐ Individual teacher
- ☐ Other (go to 1a)
- ☐ Don't know/not sure

**1a.** If Other, please specify. \_\_\_\_\_

**11.** Who is responsible for selection of supplemental instructional materials?

- ☐ School board
- ☐ Superintendent
- ☐ Curriculum supervisor
- ☐ Principal
- ☐ Teacher group
- ☐ Individual teacher
- ☐ Other (go to 2a)
- ☐ Don't know/not sure

**2a.** If Other, please specify. \_\_\_\_\_

**12.** Please list any social studies resources you are aware of that you would like teachers in your school to use but are not available in your school.

\_\_\_\_\_

**13.** My school has available the following TV resources for use with students in the classrooms (select all that apply).

- ☐ C-Span or public affairs programming
- ☐ Discovery Channel
- ☐ In-school television news network
- ☐ National television cable/network news
- ☐ None of the above

**14.** Teachers in my school have the following print media available for use with students in the classroom (select all that apply).

- ☐ Allentown Call
- ☐ Harrisburg Patriot
- ☐ Newsweek
- ☐ Philadelphia Inquirer
- ☐ The Philadelphia Daily News
- ☐ Pittsburgh Post-Gazette
- ☐ The New York Times
- ☐ The Wall Street Journal

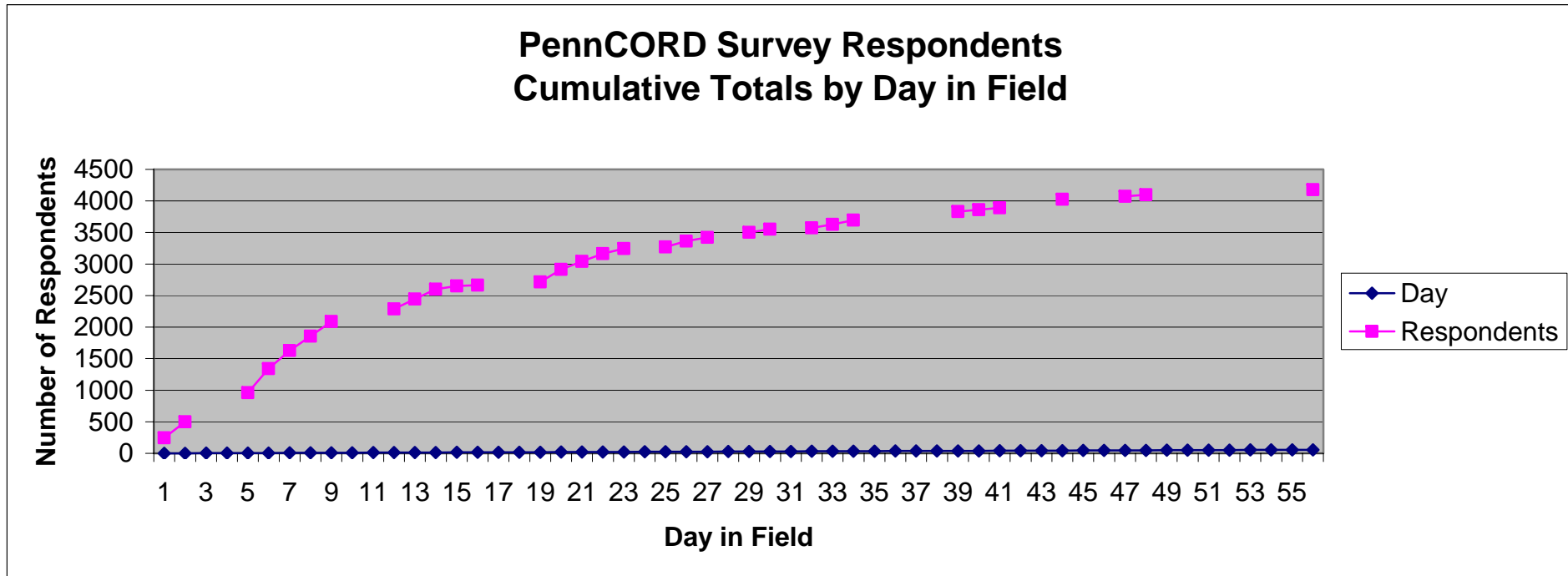
- ☐ The Washington Post
- ☐ The Washington Times
- ☐ Time
- ☐ US News & World Report
- ☐ Other (go to 5a)

5a. If Other, please specify. \_\_\_\_\_

**15.** Please indicate if you are familiar with any of the following (select all that apply):

- ☐ Accelerated Schools Project
- ☐ Alliance for Representative Democracy
- ☐ City Year
- ☐ Co-nect
- ☐ Earth Force Program
- ☐ Facing History and Ourselves
- ☐ First Amendment Schools Program
- ☐ Microsociety
- ☐ Mock Trial Program
- ☐ National Constitution Center
- ☐ PennCORD
- ☐ Project Citizen
- ☐ Service Learning Network
- ☐ Street Law Program
- ☐ Student Voices Program
- ☐ Superintendent's Student Advisory Committee
- ☐ We the People: Project Citizen
- ☐ "What Kids Can Do"

APPENDIX C—Response Chart by Day in the Field





## APPENDIX D—First Lady Letter to Superintendents

March 29, 2006

Dear [insert Superintendent Salutation LastName]

I am writing to ask your help with a very important project that could assist your district. I have always believed that it is critical for our children to be given the tools, skills, and values to enrich their lives, but I fear that they are being shortchanged in their understanding of what it means to be a participatory citizen in the United States. I further believe that our approach to teaching all children must extend beyond the three R's to include the **Rights and Responsibilities of citizenship**. At home and at school, we must make it **our** responsibility to take up the mantle of civic learning for all children.

Through the generous support of the National Constitution Center and the Pennsylvania Coalition for Representative Democracy (PennCORD), we are conducting a statewide survey of teachers and administrators to determine what constraints they face in teaching civics and government relative to time, instructional resources, and professional development opportunities. To address this issue and to better serve the school students and teachers of the Commonwealth, we are seeking your help in determining where precious resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our schools. This research study is being conducted by the Pennsylvania State University's Center for Survey Research and the Center for the Improvement of Teaching and Learning.

As a PennCORD leader and advocate, I am asking that all principals, and all teachers in your district who teach social studies, complete a 10-minute online survey. I know they are busy, but I firmly believe that taking this time will enable us to take the necessary steps to really make a difference for our children and teachers. Please forward the URLs below for the principal and teacher surveys to your principals and teachers, along with your endorsement requesting their participation. The survey will be available online through May 19, 2006.

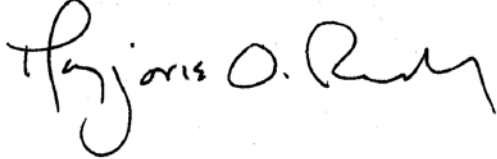
Please ask your principals to access the **PRINCIPAL SURVEY** online at: <http://www.papincipalsurvey.org>

Please ask your teachers to access the **TEACHER SURVEY** online at: <http://www.pateacherssurvey.org>

In return, if sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district's responses as well as the statewide averages of these responses. *This custom report may be of use to you in planning your district's professional development activities and in allocating resources.* **It is important to note that your individual district results will not appear in the final report or be released to any other person(s) or agencies. Only a statewide summary will be available to interested parties.** Penn State will provide individual district results for only those districts which participate fully in this survey and only at the request of the superintendent. In return for a school's participation, principals will receive a high-quality 3 x 4' poster of the U.S. Constitution - an attractive addition to any social studies classroom (while supplies last).

For questions about this research study, please contact Dr. Auden Thomas, Penn State University, at [adt121@psu.edu](mailto:adt121@psu.edu) or (717) 948-6435, or Dr. Steve Frank, National Constitution Center, at [SFrank@constitutioncenter.org](mailto:SFrank@constitutioncenter.org) or (215) 409-6633.

Sincerely,

A handwritten signature in black ink, appearing to read "Marjorie O. Rendell". The signature is fluid and cursive, with the first name "Marjorie" being more prominent and followed by "O. Rendell".

Judge Marjorie O. Rendell  
First Lady of the Commonwealth of Pennsylvania

## APPENDIX E—First Lady Letter to Principals

March 29, 2006

Dear [insert Principal Salutation LastName]:

I am writing to ask your help with a very important project that could assist your school. I have always believed that it is critical for our children to be given the tools, skills, and values to enrich their lives, but I fear that they are being shortchanged in their understanding of what it means to be a participatory citizen in the United States. I further believe that our approach to teaching all children must extend beyond the three R's to include the **Rights and Responsibilities of citizenship**. At home and at school, we must make it **our** responsibility to take up the mantle of civic learning for all children.

Through the generous support of the National Constitution Center and the Pennsylvania Coalition for Representative Democracy (PennCORD), we are conducting a statewide survey of teachers and principals to determine what constraints they face in teaching civics and government relative to time, instructional resources, and professional development opportunities. To address this issue and to better serve the school students and teachers of the Commonwealth, we are seeking your help as a research volunteer in determining where precious resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our schools. This research study is being conducted by the Pennsylvania State University's Center for Survey Research and the Center for the Improvement of Teaching and Learning.

As a PennCORD leader and advocate, I am asking that you and all teachers in your school who teach social studies complete a 10-minute online survey. I know you are busy, but I firmly believe that your taking this time will enable us to take the necessary steps to really make a difference for our children and teachers. Please follow the URL below for the principal survey, and forward the other URL to your teachers along with your endorsement requesting their participation. The survey will be available online through May 19, 2006.

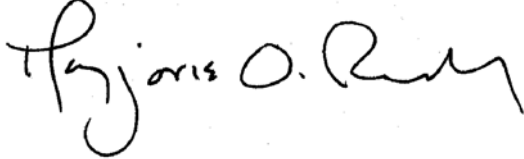
Please access the **PRINCIPAL SURVEY** online at: <http://www.papprincipalsurvey.org>

Please ask your teachers to access the **TEACHER SURVEY** online at: <http://www.pateacherssurvey.org>

In return, if sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district's responses as well as the statewide averages of these responses. *This custom report may be of use to you in planning your district's professional development activities and in allocating resources.* **It is important to note that your individual district results will not appear in the final report or be released to any other person(s) or agencies. Only a statewide summary will be available to interested parties.** Penn State will provide individual district results for only those districts which participate fully in this survey and only at the request of the superintendent. In return for your school's participation, principals will receive a high-quality 3 x 4' poster of the U.S. Constitution - an attractive addition to any social studies classroom (while supplies last).

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Sincerely,

A handwritten signature in black ink, appearing to read "Marjorie O. Rendell". The signature is fluid and cursive, with the first name "Marjorie" being more prominent than the last name "Rendell".

Judge Marjorie O. Rendell  
First Lady of the Commonwealth of Pennsylvania

## APPENDIX F—Postcard Reminder

### REMINDER TO ALL PENNSYLVANIA PUBLIC SCHOOL PRINCIPALS

If you have not yet done so, please participate in PennCORD's statewide survey of PA public school principals and social studies teachers. This 10-minute online survey seeks to determine what constraints Pennsylvania's social studies teachers face in teaching civics and government relative to time, instructional resources, and professional development opportunities. We seek your help as a research volunteer in determining where precious resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our schools.

**Why participate?** If sufficient teachers at all levels of your district participate, and at the request of your superintendent, Penn State will return a **custom report** of your district's responses as well as statewide averages of responses. This custom report may be of use to you in planning your district's professional development activities and in allocating resources. Individual district results will not be released to other person(s) or agencies. In return for your school's participation, principals will receive a high-quality 3 x 4' poster of the U.S. Constitution - an attractive addition to any social studies classroom (while supplies last).

**How to participate?**

**First**, access the **PRINCIPAL SURVEY** online at:

<http://www.papincipalsurvey.org>

**Second**, ask your teachers to access the **TEACHER SURVEY** online at:

<http://www.pateachersurvey.org>

**When?** Online surveys must be completed by **May 19** for your district's results to be included in the final report. Visit the URL above today!

**Project Sponsor:** Pennsylvania Coalition for Representative Democracy (PennCORD). PennCORD is led by the National Constitution Center, the Pennsylvania Bar Association, The Office of the Governor, First Lady Marjorie O. Rendell, and the Pennsylvania Department of Education. This research study is being conducted by the Pennsylvania State University's Center for Survey Research and the Center for the Improvement of Teaching and Learning.

**For more information:** Contact Dr. Auden Thomas, Penn State Harrisburg at 717-948-6435 or [adt121@psu.edu](mailto:adt121@psu.edu). Or visit <http://www.constitutioncenter.org/> and type "PennCORD" in the search box.

### REMINDER TO ALL PENNSYLVANIA PUBLIC SCHOOL PRINCIPALS

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**Why participate?** If sufficient teachers at all levels of your district participate, and at the request of your superintendent, Penn State will return a **custom report** of your district's responses as well as statewide averages of responses. This custom report may be of use to you in planning your district's professional development activities and in allocating resources. Individual district results will not be released to other person(s) or agencies. In return for your school's participation, principals will receive a high-quality 3 x 4' poster of the U.S. Constitution - an attractive addition to any social studies classroom (while supplies last).

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**When?** Online surveys must be completed by **May 19** for your district's results to be included in the final report. Visit the URL above today!

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**For more information:** Contact Dr. Auden Thomas, Penn State Harrisburg at 717-948-6435 or [adt121@psu.edu](mailto:adt121@psu.edu). Or visit <http://www.constitutioncenter.org/> and type "PennCORD" in the search box.

Penn State Harrisburg  
Center for Survey Research  
777 West Harrisburg Pike  
Middletown, PA 17057



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**YOUR PARTICIPATION IS REQUESTED . . .**  
**DON'T MISS YOUR CHANCE TO PARTICIPATE IN PENNCORD'S**  
**STATEWIDE SURVEY OF CIVIC LEARNING IN PENNSYLVANIA!**

Penn State Harrisburg  
Center for Survey Research  
777 West Harrisburg Pike  
Middletown, PA 17057



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**YOUR PARTICIPATION IS REQUESTED . . .**  
**DON'T MISS YOUR CHANCE TO PARTICIPATE IN PENNCORD'S**  
**STATEWIDE SURVEY OF CIVIC LEARNING IN PENNSYLVANIA!**

## APPENDIX G—Telephone Reminder Script

Hello, my name is \_\_\_\_\_ and I am calling from Penn State University's Center for Survey Research on behalf of the Pennsylvania Coalition for Representative Democracy and the National Constitution Center. We are currently conducting a statewide survey of PA public school principals and social studies teachers. This assessment of civic learning is designed to determine where resources might best be allocated to enhance the teaching of civics and government in PA schools. It has been endorsed by the Secretary of the PA Department of Education, the Office of the First Lady of PA, and the PA School Boards Association.

You may have received a letter from the Office of the First Lady of the Commonwealth of Pennsylvania regarding the assessment sometime in the beginning of April. The deadline for completing the survey is approaching on May 19, and we would greatly appreciate your taking the time to participate in this 10-minute online survey. It is available online at:

<http://www.paprincipalsurvey.org>

In addition, if sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district's responses as well as the statewide averages of these responses at the request of your superintendent. Please ask your social studies teachers to access the survey online at:

<http://www.pateacherssurvey.org>

Your individual district results will not appear in the final report or be released to any other person(s) or agencies. Only a statewide summary will be available to interested parties. If you have any questions about this research, please contact Dr. Auden Thomas, Penn State University, at [adt121@psu.edu](mailto:adt121@psu.edu) or (717) 948-6435, or Dr. Steve Frank, National Constitution Center, at [SFrank@constitutioncenter.org](mailto:SFrank@constitutioncenter.org) or (215) 409-6633.

Thank you for your time and have a good day.

## APPENDIX H—PennLink Email

PENN\*LINK

TO: All School Superintendents and Charter School Directors  
FROM: Gerald L. Zahorchak  
Secretary of Education  
SUBJECT: PennCORD Survey of Civic Learning

In a few days, you will receive a letter from First Lady Judge Marjorie O. Rendell inviting your district to participate in a statewide survey of all Pennsylvania public school principals and social studies teachers. The aim of the survey is to determine what constraints they face in teaching civics and government relative to time, instructional resources, and professional development opportunities. We are seeking your district's participation in determining where resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our schools. This research study is being conducted for PennCORD by Penn State Harrisburg's Center for Survey Research and the Center for the Improvement of Teaching and Learning.

Please encourage participation in your district. We are requesting that all principals and teachers in your district who teach social studies, complete a 10-minute online survey. Participation is voluntary. The survey will be available online between March 30 and May 19, 2006. Please forward the URLs, below, for the surveys to your principals and teachers, along with your endorsement requesting their participation.

Please ask your principals to access the **PRINCIPAL SURVEY** online at:  
<http://www.papincipalsurvey.org>

Please ask your teachers to access the **TEACHER SURVEY** online at:  
<http://www.pateacherssurvey.org>

If sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district's responses as well as the statewide averages of these responses. *This custom report may be of use to you in planning your district's professional development activities and in allocating resources.*

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For more information, contact Dr. Auden Thomas, Penn State University, at [adt121@psu.edu](mailto:adt121@psu.edu) or (717) 948-6435, or Dr. Steve Frank, National Constitution Center, at [SFrank@constitutioncenter.org](mailto:SFrank@constitutioncenter.org) or (215) 409-6633. Or visit <http://www.constitutioncenter.org/> and type "PennCORD" in the search box.

We thank you for your assistance in providing valuable information.

## APPENDIX I—Announcement on PA Council for the Social Studies Website


Pennsylvania Council for the Social Studies

Page 1 of 2

*Pennsylvania Council for the Social Studies*  
Online

PCSS Home  
About PCSS  
Upcoming Opportunities  
Publications  
Conferences  
Forms & Documents  
Awards & Grants  
Local Councils  
PCSS Forum  
PA Links

**Welcome to the PCSS online, home of the  
Pennsylvania Council for the Social Studies.**





**What is New?**

- Be sure to check out the [Upcoming Opportunities](#) page to learn about future exciting opportunities for Social Studies Teachers across Pennsylvania. Newly posted opportunities are listed in **RED**.
- PennCORD survey of civic learning. A statewide assessment of civic learning is underway and your help is requested. Sponsored by PennCORD and conducted by Penn State University, the aim of this study is to determine what constraints PA public school principals and social studies teachers face in teaching civics and government relative to time, instructional resources, and professional development opportunities. To participate in this research, please complete a 10-minute online survey between March 30 and May 19. More information and access to the survey is available at <http://www.pateachersurvey.org> (for social studies teachers) or <http://www.paprincipalsurvey.org> (for principals).
- Board Nominations deadline is approaching. See how to [nominate](#) a member for the upcoming election.
- **Call for Manuscripts:** The PCSS Social Studies Journal is in need of manuscripts for the next issue. Please read the following announcement to learn [more...](#)
- First Lady Midge Rendell visited the Stroudsburg School District on February 1st to recognize the school district's efforts to promote the cause of civic education. The Stroudsburg School District School Board was the first school board in the Commonwealth to pass this [proclamation](#) in support of citizenship education.
- Have you [joined PCSS yet](#)? What are you waiting for?
- The PCSS conference will be held on October 9, 2006, in Pittsburgh, PA.
- [Members log in](#) to read the most recent edition of *The Keystone* online. David Keller Trevasakis reminds us that the ultimate purpose of social studies education is the development of the good citizen and his/her active participation in a democratic society. The peer mediation program, Project PEACE, gives students the opportunity to practice and wrestle with the demands of citizenship.
- Review recent [NCSS Resolutions](#).

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## APPENDIX J—PSBA Legislative Update

**From:** Buckheit, James [jbuckheit@state.pa.us]  
**Sent:** Thursday, April 06, 2006 14:32  
**To:** annespector@comcast.net; Eli Lesser; Perrotty, Sue; Chanel Broadus; Steve Frank; David Keller Trevaskis, Esq.; Smith, Kristianna; McPherson, Dee  
**Cc:** Auden Thomas  
**Subject:** PSBA Legislative Update-

FYI - This piece was included in today's PSBA Legislative Update that was sent to school board members, school superintendents and educational leaders throughout the state... Jim B.

This is a legislative report for the Pennsylvania School Boards Association, filed on April 6, 2006.

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First Lady Judge Marjorie O. Rendell is inviting all Pennsylvania public school principals and social studies teachers to participate in a statewide survey concerning civics education. The aim of the survey is to determine what constraints they face in teaching civics and government relative to time, instructional resources, and professional development opportunities.

The state Department of Education is seeking districts' participation in determining where resources (both human and financial) might be best allocated to enhance the teaching of civics and government in public schools. This research study is being conducted for PennCORD by Penn State Harrisburg's Center for Survey Research and the Center for the Improvement of Teaching and Learning.

PSBA is encouraging schools to participate in the project. All principals and educators who teach social studies are asked to complete a 10-minute online survey. Participation is voluntary. The survey will be available online until May 19, 2006.

Principals should access the Principal Survey online at: <http://www.papprincipalsurvey.org>

Teachers should access the Teacher Survey online at: <http://www.pateacherssurvey.org>

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## APPENDIX K—Informed Consent Statement

Welcome to the PennCORD Survey of Pennsylvania Public School Principals and Social Studies Teachers. Please read the following information about this study and click the “I agree to participate” button at the bottom of your screen. You will then be directed to the survey.

**What is the purpose of this study?** The purpose of this research study is to assess the current conditions of civic learning in Pennsylvania’s public schools. Specifically, the study seeks to determine what constraints Pennsylvania’s social studies teachers face in teaching civics and government relative to time, instructional resources, and professional development opportunities. Using survey data collected from teachers and principals who are representative of the 501 school districts in Pennsylvania, the study seeks to evaluate (1) the amount of time teachers have to teach social studies, civics, and government, (2) how prepared or competent teachers feel to teach such subjects, and (3) the quality of the resources available for them to teach the subjects. The study also intends to assess principals’ perceptions on the same dimensions as teachers. We are seeking your help in determining where resources (both human and financial) might be best allocated to enhance the teaching of civics and government in our state’s schools.

**Who is sponsoring this study?** This study is sponsored by the Pennsylvania Coalition for Representative Democracy (PennCORD). PennCORD is a unique union of educational, advocacy, and governmental organizations that are committed to improving civic learning for students in grades K-12. The Coalition’s mission is to encourage the creation of local civic learning policy to implement state standards in every school district by (1) motivating community advocacy for better civic education and (2) supporting educators across PA with resources and training. The Coalition is led by the [National Constitution Center](#), the [Pennsylvania Bar Association](#), [The Office of the Governor, First Lady Marjorie O. Rendell](#), and the [Pennsylvania Department of Education](#). PennCORD is a member of the [Campaign for the Civic Mission of Schools](#). The Campaign is managed by the [Council for Excellence in Government](#) in partnership with the [Academy for Educational Development](#). Initial funding for the Campaign comes from [Carnegie Corporation of New York](#) and the [John S. and James L. Knight Foundation](#). Our partners include businesses, nonprofit organizations, education associations, and individual teachers and administrators.

**Who is conducting this study?**

The survey is being conducted for PennCORD by Penn State University’s Center for Survey Research and the Center for the Improvement of Teaching and Learning.

**What will be done with the study results?** After collecting data via the survey, the research team at Penn State Harrisburg will analyze and interpret the survey data and submit to PennCORD a report focusing on the policy implications indicated by the results. In addition to the report, if sufficient teachers at all levels of your district participate, Penn State will return a custom electronic computer report of your district’s responses as well as the statewide averages of these responses. *This custom report may be of use to you in planning your district’s professional development activities and in allocating resources.* It is important to note that your individual district results will not appear in the final report or be released to any other person(s) or agencies. Only a statewide summary will be available to interested parties. Penn State will provide individual district results for only those districts which participate fully in this survey and only at the request of the superintendent.

**What does participating require?**

Principals complete a 10-minute web-based questionnaire. Social studies teachers complete a 10-minute web-based questionnaire.

**Confidentiality**

All information submitted is confidential. If this research is published, only aggregate data will be presented. No information that would identify you or your district or your school will be included. Other than approved project research staff, no one will have access to the data or individual responses or school-level responses. Your confidentiality will be kept to

the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet by any third parties.

**Where can I get more information?** For more information about the study, contact Dr. Auden Thomas, Penn State Harrisburg, 777 W. Harrisburg Pike, Middletown, PA 17057, or [adt121@psu.edu](mailto:adt121@psu.edu) or (717) 948-6435, or Dr. Steve Frank, National Constitution Center, at [SFrank@constitutioncenter.org](mailto:SFrank@constitutioncenter.org) or (215) 409-6633. Or visit the PennCORD website at: <http://www.constitutioncenter.org/education/PennCORDandtheCampaignfortheCivicMissionofSchools/index.shtml>. If you have questions about your rights as a research participants, you may contact Penn State's Office for Research Protections at (814) 865-1775.

Completion and return of the survey implies that you have read the information in the form and that you consent to participate. You may print this page so you will have a copy for your records.

I have read the study information above and would like to proceed with the survey.  
**(click button on screen)**